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CATALOGUE

OF

Randolph-Macon Woman's College

LYNCHBURG, VIRGINIA

UNIVERSITY OF ILLINOIS

PRESIDENT'S OFFICE

Sixteenth Session

1908-1909

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Art: Lucy Street.

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Kelley, Julia Daisy	Samuel H. Kelley	Michigan
Kennedy, Anna Mabel	G. E. Kennedy	Virginia
Kennedy, Gertrude	W. F. Kennedy	Virginia
Kibler, Bessie	Dr. J. M. Kibler	South Carolina
Kibler, Julia Marguerite	Dr. J. M. Kibler	South Carolina
Kinder, Mary Castilia	Samuel W. Kinder	Delaware
King, Della	H. H. King	Kentucky
King, Mary C.	R. C. King	Georgia
Kugler, Mabel Florence	A. B. Kugler	South Carolina
Landis, Abbie Lucile	Abb Landis	Tennessee
Landrum, Elsie Florence	McD. Landrum	Virginia
Lankford, Sallie Vale	C. M. Lankford	Virginia
Larkin, Maude Josephine	Mrs. S. D. Larkin	Virginia
Lash, Annie Selden	W. H. Lash	Virginia
Lathrop, Emily Louise	A. B. Lathrop	Ohio
Lawton, Ruth	J. J. Lawton	South Carolina
Lewis, Mary Margaret	Martrom D. Lewis	Missouri
Lipscomb, Mary Elizabeth	A. D. Lipscomb	Texas
Lok, Sieu Tsung	W. C. Ivey	China
Lovelace, Dallie Louise	W. Y. Lovelace	Alabama
Lucas, Laura Marie	Benj. Lucas	Connecticut
Lupton, Elizabeth	Mrs. J. W. Lupton	Virginia
Lynn, Esther Guerrant	Rev. J. S. Lynn	Virginia
McClintic, Genevieve	Dr. T. T. McClintic	West Virginia

Name.	*Parent or Guardian.*	*State.*
McDougall, Mary Stuart	Self	North Carolina
McGavock, Mary Bell	John W. McGavock	Virginia
McHenry, Myrtle Amanda	S. A. McHenry	Texas
McKinnon, Sallie Lou	A. J. McKinnon	North Carolina
McLeod, Annie Rose	J. A. McLeod	Mississippi
McMurray, Jeannette	J. F. McMurray	Oklahoma
McNeer, Ella Loula	Rev. A. C. McNeer	West Virginia
McNeil, Lassie Kathleen	A. S. McNeil	Virginia
McRoberts, Lettie Mae	R. E. McRoberts	Kentucky
Maben, Lilian	R. D. Maben	Virginia
Magath, Katherine	Rev. Julius Magath	Georgia
Magee, Phila	Horace Magee	Pennsylvania
Magill, Clara Cornelia	R. E. Magill	Virginia
Mandeville, Hazel Denton	Dr. J. D. Mandeville	Illinois
Manning, Gladys	Hon. M. J. Manning	Arkansas
Manning, Marguerite Joyce	Hon. M. J. Manning	Arkansas
Manor, Shirlie Lee	W. E. Manor	Virginia
March, Katharine	Prof. Francis A. March	Pennsylvania
Marsalis, Gladys	F. E. Marsalis	Louisiana
Marshall, Hardinia Manry	Mrs. Rebekah T. Marshall	Kentucky
Martin, Maurine	R. G. Martin	Missouri
Martin, Olive	Mrs. Sarah C. Martin	Oklahoma
Matthews, Sue Wingate	S. Wilkins Matthews	Virginia
Medley, Nellie Boynton	Mrs. Linda Medley	Maryland
Meikle, Eunice Estelle	H. T. Meikle	Indiana
Meyer, Lyra	L. Meyer	Alabama
Miles, Mary Elizabeth	O. L. Miles	Arkansas
Ming, Anna	Judge E. D. Ming	Missouri
Mitchell, Louie	W. Z. Mitchell	North Carolina
Moore, Eugenia G	Judge W. S. Moore	Texas
Morrison, Estelle Rees	Edwin R. Morrison	Missouri
Morrissett, Helen Atkins	T. J. Morrissett	Virginia
Morse, Dorothea Clara	Virgil D. Morse	New York
Munson, Margaret	Dr. Edward Munson	New York
Neff, Willie	Capt. J. G. Neff	Virginia
Nelson, Rosina	Rev. John R. Nelson	Tennessee
Newton, Iris R.	Dr. I. J. Newton	Louisiana
Nichols, Mattie Lucile	T. J. Nichols	Virginia
Nock, Miriam Brittingham	L. Floyd Nock	Virginia
Nock, Sarah	L. Floyd Nock	Virginia
Noell, Rhoda S.	C. G. Noell	Virginia
Norman, Mary Dean	J. D. Norman	Alabama
Nottingham, Margaret Upshur	R. V. Nottingham	Virginia
Oakey, Edith Emory	O. D. Oakey	Virginia
Oliver, Marie Marguerite	Robert Burett Oliver	Missouri

Name.	*Parent or Guardian.*	*State.*
Oliver, Maude	G. B. Oliver	Arkansas
Oliver, Sarah Irene	G. B. Oliver	Arkansas
O'Rear, Helen Hazelrigg	Judge E. C. O'Rear	Kentucky
Packard, Katherine Lee	Rev. T. J. Packard	Maryland
Palmer, Jessie Mae	Dr. J. G. Palmer	Alabama
Parker, M. Ray	Rev. R. A. Parker, D. D	China
Paxton, Jean Grigsby	R. Grigsby Paxton	Virginia
Paxton, Rebecca	John C. Paxton	Virginia
Payne, Nora Burks	A. Spotswood Payne	Virginia
Pennington, Rachel Emma	Mrs. E. F. Rittenhouse	Maryland
Perkins, Ida Strauss	J. T. Perkins	North Carolina
Peugh, Annie Tavenner	Mrs. Ella Peugh	Virginia
Phillips, Katherine Westwood	A. J. Phillips	Virginia
Phillips, Mary Elder	J. W. Phillips	Virginia
Pierce, Lucy	N. L. Pierce	Tennessee
Pitts, Annie Fanetta	Dr. P. F. Scott	Virginia
Powell, Annie Gertrude	B. R. Powell	Virginia
Procter, Jennie M	I. M. Procter	North Carolina
Proctor, Mary Virginia	C. B. Proctor	Tennessee
Purcell, Mrs. J. H	Self	Virginia
Ray, Mollie	D. J. Ray	Georgia
Rea, Katherine	P. H. Rea	Missouri
Reed, Ruth Ellis	J. L. Reed	Texas
Reekes, Sarah Gladys	Chas. T. Reekes	Virginia
Renner, Myrtle Prudence	W. J. Renner	Virginia
Rhea, Margaret	W. A. Ransom	Tennessee
Rice, Frances Lucile	I. J. Rice	Texas
Richardson, Maggie May	Mrs. M. B. Richardson	Mississippi
Roberts, Effie	J. H. Roberts	Virginia
Robertson, John Bartow	Mrs. A. C. Robertson	Alabama
Robinson, Mary Virginia	H. A. Robinson	Virginia
Roper, Margaret May	D. C. Roper	District of Columbia
Roos, Elise	Isaac Roos	Louisiana
Rosemond, Alice	F. L. Rosemond	Ohio
Royall, Sara Spottswood	Rev. Dr. W. W. Royall	Virginia
Rucker, Julia Fletcher	Mrs. L. M. Rucker	Virginia
Rudd, Mary Dudley	W. I. Rudd	Indiana
Russell, Carrie Moss	W. H. Russell	Virginia
Russell, Minnie	W. H. Russell	Virginia
Ryall, Juliet Elizabeth	Dr. A. P. Ryall	Tennessee
Ryland, Jeannette	I. P. Ryland	Missouri
Savage, Jennie Benton	J. B. Savage	Virginia
Savage, Mary Louise	J. B. Savage	Virginia
Scott, Lucile H	W. C. Scott	Louisiana
Sebree, Jessie L	Wm. E. Sebree	Maryland

Name.	*Parent or Guardian.*	*State.*
Sheltman, Ellen	Wade Sheltman	Kentucky
Sheppard, Bernice	Hon. Morris Sheppard	Texas
Sheppard, Olga de Graffenreid	Hon. Morris Sheppard	Texas
Sherin, Lila Marjorie	Henry Sherin	New York
Sherman, Cecil May	H. E. Sherman	California
Sherrill, Mary Lura	M. O. Sherrill	North Carolina
Shoemaker, Ruth	J. H. Shoemaker	Iowa
Sibbald, Mabel Lloyd	Frank M. Sibbald	Ohio
Simpson, Janie Blanchard	Rev. T. McN. Simpson	Virginia
Sisson, Donna	Nathaniel Sisson	Missouri
Sites, Nellie Ethel	Dr. J. M. Sites	West Virginia
Smith, Georgia Conway	E. S. Smith	Virginia
Smith, Gertrude Blackwell	J. Gordon Smith	Virginia
Smith, Jennie Deck	D. F. Smith	Texas
Smith, M. Janie	J. D. Smith	Florida
Smith, Rae	F. L. Smith	Kentucky
Smith, Ruth C.	D. L. Smith	Virginia
Smith, Saidee Marie	Frank B. Smith	Kentucky
Smith, Susie Carrington	Self	Virginia
Snodgrass, Blanche	Judge D. L. Snodgrass	Tennessee
Somerville, Eleanor	Robert Somerville	Mississippi
Sondheimer, Selma F.	Louis Sondheimer	Pennsylvania
Southward, Esther Jane	Fred M. Southward	Ohio
Spragins, Lyde	Rev. J. B. Hearmon	Texas
Startzman, Gabrielle	Harry K. Startzman	Maryland
Steger, Ethel	Mrs. S. B. Steger	Virginia
Stewart, Carlotta	Mrs. W. B. Stewart	Georgia
Stewart, Reba Cloud	Mrs. W. B. Stewart	Georgia
Stokes, Genevieve	T. C. Stokes	Missouri
Stotz, Helen F.	Timothy Stotz	Pennsylvania
Strother, Mildred Frances	Albert R. Strother	Missouri
Stuart, Eula	V. O. Stuart	Virginia
Sturgis, Edith Mae	Rev. J. R. Sturgis	Virginia
Sutherland, Martha Wise	Irvin L. Sutherland	Virginia
Swart, Louise	R. Swart	Louisiana
Tate, Rose Eleanor	James A. Tate	Tennessee
Taylor, Anna Nell	Henry Taylor	Kentucky
Teabeaut, Bennie	D. B. Teabeaut	Georgia
Terry, Eleanor	F. H. Terry	Virginia
Thomas, Nellie Belle	J. W. Thomas	Virginia
Thomas, Vera	Hon. A. F. Thomas	Virginia
Thompson, Leah	Frank Thompson	North Carolina
Thompson, Marva	W. H. Thompson	Missouri
Thompson, Maude	W. H. Thompson	Missouri
Thornton, Mary Lydia	J. R. Thornton	Louisiana

Name.	*Parent or Guardian.*	*State.*
Tilghman, Rose Vance	T. W. Tilghman	North Carolina
Tillett, Kate	Dr. W. F. Tillett	Tennessee
Todhunter, Emory Parker	Col. Ryland Todhunter	Missouri
Todhunter, Katherine	Col. Ryland Todhunter	Missouri
Trabue, Gladys	R. E. Trabue	Texas
Trammell, Mary Walton	Lee Trammell	Georgia
Trigg, Maggie W.	H. W. Trigg	Arkansas
Turner, Reba	Mrs. M. F. Turner	Virginia
Tuttle, Lillian Augusta	Homer Tuttle	Connecticut
Tutwiler, Frances P.	T. S. Tutwiler	Georgia
Tyson, Mary Evelyn	J. C. Tyson	Alabama
Vaden, Mary	Mrs. W. F. Rudd	Virginia
Vaughan, Carrie Virginia	J. A. Vaughan	Virginia
Vaughan, Sarah Penelope	Gen. C. C. Vaughan	Virginia
Waddell, Ethel	F. J. Waddell	West Virginia
Waddill, Edith	Mrs. Page Waddill	Virginia
Walker, Annie Laurie	J. L. Walker	Georgia
Walker, Ethel V.	C. C. Walker	Oklahoma
Walker, Florence	I. S. Walker	Virginia
Walker, Maude Miller	Mrs. R. S. Walker	Virginia
Walker, Virginia	W. R. Walker	Iowa
Wall, Ethel Riner	Jas. J. Wall	Virginia
Wallace, Margaret	Rev. R. H. Wallace	Ohio
Walsh, Marion Macfarlane	Mrs. T. W. Walsh	Alabama
Walters, Beulah Blanche	W. V. Newton	Oklahoma
Walton, Emily Anderson	M. L. Walton	Virginia
Warmoth, Winona	M. L. Warmoth	Louisiana
Warner, Elizabeth	H. A. Warner	Minnesota
Watts, Edith Olive	John R. Watts	Georgia
Waugh, Rosa Oliver	Mrs. M. C. Waugh	Virginia
Webber, Elizabeth Boswell	T. E. Webber	Arkansas
Weber, Carrie Mae	Jacob F. Weber	Ohio
Wells, Annie Hunter	Jas. R. Wells	Virginia
Westall, Mary	J. M. Westall	North Carolina
Whayne, Jessie Deane	T. H. Whayne	Kentucky
White, Velma A.	J. W. White	Tennessee
Whiteside, Annie Christine	S. R. Whiteside	Tennessee
Whiteside, Neva	Dr. J. M. Whiteside	Alabama
Wilcox, May	Rev. B. E. Wilcox	Georgia
Wilkinson, Fanny C.	T. C. Wilkinson	Texas
Wilkinson, Kathleen	A. T. Wilkinson	Alabama
Willeke, Helen	Mrs. Sue Willeke	Missouri
Williams, Clara	J. D. Williams	Pennsylvania
Williams, Hallie Randolph	Mrs. A. P. Williams	Virginia
Williams, Lorraine	Mrs. W. A. Williams	Texas

Name.	*Parent or Guardian.*	*State.*
Wilson, Evolyn	J. C. Wilson	Alabama
Wilson, Hoyland Lee	Col. J. D. Wilson	Tennessee
Wilson, Mary	J. H. Wilson	Virginia
Wilson, Sue Eddie	C. R. Wilson	Virginia
Wilson, Tommie Lee	Mrs. C. C. Wilson	Florida
Wine, Ruby Kennedy	C. H. Wine	Virginia
Winfree, Edith	J. B. Winfree	Virginia
Winslow, Ada T.	W. B. Winslow	New York
Wood, Marion Morris	Dr. William S. Wood	Georgia
Woodfin, Erma Elizabeth	O. L. Woodfin	Alabama
Woods, Ina Catherine	H. H. Woods	Mississippi
Wright, Ellen Katharine	S. A. Wright	Virginia
Wright, Sallie Arinthia	T. B. Wright	Virginia
Yancey, Mary V.	Mrs. Mary A. Yancey	Virginia

CLASSIFICATION.

Graduate		1
Seniors		34
Juniors		37
Sophomores		68
Freshmen		143
Specials	Above Freshmen	54
	First Year	77
Total		414

ENROLLMENT BY STATES.

Alabama	30	Minnesota	1
Arkansas	9	Mississippi	7
California	1	Missouri	28
Colorado	3	New York	8
Connecticut	2	North Carolina	18
Delaware	2	North Dakota	1
District of Columbia	4	Ohio	11
Florida	4	Oklahoma	5
Georgia	23	Pennsylvania	8
Illinois	2	South Carolina	7
Indiana	3	Tennessee	24
Iowa	2	Texas	31
Kansas	2	Virginia	131
Kentucky	18	West Virginia	6
Louisiana	8	China	2
Maryland	11		
Michigan	2	Total	414

ANNOUNCEMENTS

GENERAL INFORMATION

Purpose. The Randolph-Macon Board of Trustees was incorporated in 1830, and is empowered by its charter to establish and conduct educational institutions in any part of Virginia. Under this authority it controls Randolph-Macon College, for men, at Ashland, Va.; Randolph-Macon Academies, for boys, at Bedford City and Front Royal, and Randolph-Macon Institute, for girls, at Danville, Va.

In 1891 the Board was entrusted with a large fund raised by subscription in the city of Lynchburg and asked to create a college for women that should offer advantages equal to those of the best colleges for men in Virginia. The purpose of the founders was expressed in the following statement:

> "We wish to establish in Virginia a college where our young women may obtain an education equal to that given in our best colleges for young men, and under environments in harmony with the highest ideals of womanhood; where the dignity and strength of fully-developed faculties and the charm of the highest literary culture may be acquired by our daughters without loss to woman's crowning glory—her gentleness and grace."

The desire thus expressed has been realized beyond their most sanguine expectations. The highest standards have been maintained, and for years past the attendance has been limited only by the capacity of the College dormitories. The undertaking is fully past the experimental stage, and the College is now one of the eight largest "Division A" colleges for women in the United States.

Location. The site of the College buildings is a commanding elevation on Rivermont Avenue. It is within the corporate limits of the city of Lynchburg and is only a fifteen-minute ride by the electric cars (which pass the College gate

every twelve minutes) from the business centre of the city; yet in its fifty acres of campus extending from Rivermont Avenue to the James River and diversified with dale and copse and flowing river, it has the quiet of seclusion and the charm of rural beauty. The scenery is beautiful and inspiring. The noble Peaks of Otter thirty miles distant rise to view in the west; lesser spurs of the Blue Ridge lie around in close proximity, and the historic James River flows majestically by on its way to the sea. The natural drainage is perfect, the sanitary arrangements are modern, and all the conditions of health which characterize this famous Piedmont Region of Virginia are found united here. Increased vigor and healthful physical development usually accompany the intellectual advancement of our students.

Climate. The U. S. Weather Bureau has an office in Lynchburg, where official records have been kept for thirty-three years. They show for the school months:

Mean temperature in September	69°
Mean temperature in October	58°
Mean temperature in November	47°
Mean temperature in December	40°
Mean temperature in January	37°
Mean temperature in February	39°
Mean temperature in March	46°
Mean temperature in April	56°
Mean temperature in May	66°
Mean temperature in June	74°

The lowest temperature recorded was six degrees below zero for a single day in the thirty-three years.

Buildings. The buildings now front 741 feet, with large extensions in the rear. [See front view, facing title page.] In them are provided lecture rooms for the languages, ancient and modern; History, the Natural Sciences, Mathematics, Philosophy, Music and Art; separate laboratories for Chemistry, Biology, Physics and Psychology; library, reading room; gymnasium and appliances for Physical education; chapel, dining halls and dormitories, all heated, lighted and ventilated after approved modern plans.

A new dormitory and a large new gymnasium are being erected for use in 1909-10.

The Jones Memorial Library. By the liberality of Mr. and Mrs. George M. Jones, of Lynchburg, and as a memorial to their deceased daughters, Georgia Lee and Lillie Fannie Jones, a beautiful library building with shelf room for 50,000 volumes was erected in 1906. A good working library of about 9,000 volumes has been accumulated.

Winfree Observatory. By the generous gift of the late Maj. C. V. Winfree an excellent six-inch equatorial telescope has been provided for astronomical observations. It is mounted in a separate building suitable for the purpose.

Gymnasium. A gymnasium is provided and equipped with scientific appliances for the natural development of the physical organs and for the rectification of incipient disorders that are capable of being reached by exercise, such as weak lungs, curvature of the spine, etc. Abundant facilities are provided for bathing. The new gymnasium building is to contain swimming pool, shower and spray baths, etc.

Endowment and Aid Funds. The endowment of the College and its establishment upon the Carnegie Foundation enable us to secure professors of high ability and scholarship. There are also loan funds, scholarships, and other aids to assist capable students of limited means to secure the advantages of the College.

Dr. Samuel Rolfe Millar has established a perpetual scholarship in honor of his mother, a relative of John Randolph. Applicants from Warren County, Virginia, are to be first considered for this assistance.

The Norfolk College Alumnae and its Saunders Memorial Chapter have given $1,500 as a memorial fund in honor of the late Rev. R. M. Saunders, the interest of which sum is given annually to some student selected by the donors.

Government. The government of the College corresponds to the character of the students expected. The requirements are only such as are necessary to the comfort and success of students, and appeal is made to their sense of propriety and right. Vexatious and needless restrictions are dispensed with. Ladylike and studentlike conduct is expected of all, and confidence reposed in students is one of the educative forces of the College. Should any student persistently fail to respond to this

expectation, she must be withdrawn as unprepared for college responsibilities. The preservation of order in the buildings and matters of college etiquette are largely left to the "Student Committee," and self-government has been gradually extended in other matters as results have justified such action.

Young ladies boarding in the College will be treated as daughters of equal maturity in a well-regulated Christian family. It will, however, be borne in mind that they are gathered here for nine months for a serious purpose, and the regulations of the College will be such as to protect them from interruption or distraction.

Medical Care. Believing that careful, skilled supervision of sanitary arrangements and daily medical attention will greatly conduce to the health of students, the Board has engaged a physician of repute and experience to take charge of these matters. He is present each morning to be consulted by any student who may be indisposed, to attend to all cases of sickness in the College and to supervise the sanitary arrangements of the institution. This valuable service is provided by the College without additional cost to the student.

Religious Advantages. The daily exercises of the College are opened with religious services conducted by members of the faculty. In addition to the regular College courses in the English Bible, several Bible classes are taught in the College by professors and mature students. Bible courses are also offered in the Sunday schools of the leading denominations in the city. Students attend the church of their choice in the city at eleven o'clock, and vesper services in the College in the evening, conducted by ministers of the Methodist, Presbyterian, Episcopal and Baptist churches. The Y. W. C. A. conducts a weekly prayer meeting on Wednesday evenings. We seek to make the atmosphere of the College morally pure and spiritually uplifting.

Literary Societies. Two Literary Societies are conducted with enthusiasm and success. They furnish important culture to their members and constitute an interesting feature of the College life.

Recreations. Besides the regular drills of the gymnasium, facilities are provided for tennis, basket-ball and boating and other athletic sports. There are large athletic grounds with cinder track of 220 yards and about two miles of prepared walks inside the campus.

REQUIREMENTS FOR ADMISSION

Students are admitted to residence: (I) As full members of the Freshman Class. (II) As conditioned members of the Freshman Class. (III) As members of advanced classes. (IV) As special students.

I. For unconditioned admission to the Freshman Class the applicant must be at least sixteen years of age at next birthday and must show preparation by examination or certificate amounting to fifteen units. A unit is considered as representing one year's work in a standard high school, five recitations weekly.

The candidate must offer:

English	3 units
History	1 unit
Mathematics	3 units
Latin	4 units
A Science:	
Botany, Zoölogy, Physiography, Physics or Chemistry	1 unit
Greek:	
Or in place of Greek a Modern Language for two units and an additional unit in Modern Language or Greek or History, or Literature or Science	3 units

Definitions of Entrance Requirements.

1. English, counting three units.—The College entrance requirements of the New England, Middle States, and Southern States Associations of Colleges and Preparatory Schools. These are:

Part I. English Grammar and Grammatical Analysis, counting one-half unit; Elementary Rhetoric, including punctuation, paragraphing and composition, counting one and one-half units.

Part II. The Reading Course, counting one unit:

(a) *For Special Study and Practice, 1909-11.*—Shakespeare's Macbeth; Milton's Lycidas, Comus, L'Allegro and Il Penseroso;

Burke's Speech on Conciliation with America, or Washington's Farewell Address and Webster's First Bunker Hill Oration; Macaulay's Life of Johnson, or Carlyle's Essay on Burns.

(a) *For careful reading and practice, 1909-11*—Group I (two to be selected)—Shakespeare's As You Like It; Henry V; Julius Cæsar; Merchant of Venice; Twelfth Night.

Group II (one to be selected)—Bacon's Essays; Bunyan's Pilgrim's Progress, Part I; The Sir Roger de Coverley Papers in "The Spectator"; Franklin's Autobiography.

Group III (one to be selected)—Chaucer's Prologue; Spenser's Faërie Queene (selections); Pope's Rape of the Lock; Goldsmith's The Deserted Village; Palgrave's Golden Treasury (First Series), Books II and III, with especial attention to Dryden, Collins, Gray, Cowper, and Burns.

Group IV (two to be selected)—Goldsmith's The Vicar of Wakefield; Scott's Ivanhoe, Quentin Durward; Hawthorne's The House of Seven Gables; Thackeray's Henry Esmond; Mrs. Gaskell's Cranford; Dickens' A Tale of Two Cities; George Eliot's Silas Marner; Blackmore's Lorna Doone.

Group V (two to be selected)—Irving's Sketch Book; Lamb's Essays of Elia; De Quincey's Joan of Arc, and The English Mail Coach; Carlyle's Heroes and Hero Worship; Emerson's Essays (selected); Ruskin's Sesame and Lilies.

Group VI (two to be selected)—Coleridge's The Ancient Mariner; Scott's The Lady of the Lake; Byron's Mazeppa, and The Prisoner of Chillon; Palgrave's Golden Treasury (First Series), Book IV, with especial attention to Wordsworth, Keats, and Shelley; Macaulay's Lays of Ancient Rome; Poe's Poems; Lowell's The Vision of Sir Launfal; Arnold's Sohrab and Rustum; Longfellow's The Courtship of Miles Standish; Tennyson's Gareth and Lynette, Lancelot and Elaine, The Passing of Arthur; Browning's Cavalier Tunes, The Lost Leader, How They Brought the Good News from Ghent to Aix, Evelyn Hope, Home Thoughts from Abroad, Home Thoughts from the Sea, Incident of the French Camp, The Boy and the Angle, One Word More, Hervé Riel, Pheidippides.

No applicant will be admitted to the Freshman Class whose work is notably defective in spelling, punctuation, idiom, or division

into paragraphs. Two years' time should be devoted to Rhetoric, with special attention to style and with a large amount of practice in rhetorical analysis and composition.

2. HISTORY, counting one unit.—The requirement in History may be met by offering one of the following courses:

(a) United States History and Civil Government.
(b) English History.
(c) English and American History.
(d) Mediæval and Modern History.
(e) Greek and Roman History.

The preparation required may be indicated by citing such text-books as Montgomery's History of the United States, Fiske's Civil Government, Andrews' History of England, Adams' Mediæval and Modern History, West's Ancient History, Myers' General History.

3. MATHEMATICS, counting three units.—(a) ALGEBRA.—The four fundamental operations for rational algebraic expressions; factoring, determination of highest common factor and lowest common multiple by factoring; fractions, including complex fractions; ratio and proportion; linear equations, both numerical and literal, containing one or more unknown quantities; problems depending on linear equations, radicals, including the extraction of the square root of polynominals and numbers; exponents, including the fractional and negative.

Quadratic equations, both numerical and literal; simple cases of equations with one or more unknown quantities that can be solved by the methods of linear or quadratic equations; problems depending upon quadratic equations; the binomial theorem for positive integral exponents; the formulas for the *n*th term and the sum of the terms of arithmetical and geometrical progressions, with applications.

(b) PLANE GEOMETRY.—The usual theorems and constructions of good text-books, including the general properties of plane rectilinear figures; the circle and the measurement of angles; similar polygons; areas; regular polygons and the measurement of the circle. The solution of numerous original exercises, including loci problems. Application to the mensuration of lines and plane surfaces.

4. LATIN, counting four units.—School Grammar, such as Gildersleeve's, Allen and Greenough's, or Bennett's. Accurate knowledge of the forms is insisted upon. Exercise in prose composition should be written throughout the entire course of preparation. Reading: Four books of Cæsar, six Orations of Cicero, and six books of Virgil's Æneid. Equivalent amounts of Sallust or Ovid may be substituted for parts of these. Sight-translation of easy prose.

5. (a) GREEK (if offered), counting three units.—The requirements of the Association of Colleges and Schools of the Southern States, viz.: Elementary grammar with special attention to forms and practice in prose composition. Reading: Four books of Xenophon's Anabasis; three books of Homer's Iliad. Translation of easy prose at sight.

(b) GERMAN, counting two units.—Requirements for entrance in German are a correct pronunciation, a knowledge of the inflection of nouns, adjectives and verbs, a fair vocabulary, ability to translate ordinary English sentences into German, and ability to read simple German at sight. Any good grammar will be recognized (of the class of Thomas, Whitney, Joynes-Meissner). Reading not fewer than 400 pages, a part of which should be one play of Schiller. It is recommended that the student be taught German script.

(c) FRENCH, counting two units.—This should comprise a good knowledge of the elementary grammar and such experience and facility in translation as is attained by reading 600 pages of French in the usual texts.

(d) SPANISH, counting two units.—The student should have a good knowledge of the elementary grammar and such acquaintance with the language as is attained by translating 600 pages of Spanish in the usual texts.

6. SCIENCE, counting one unit.—One year's high school course (five times per week) in Physics, Physiography, Botany, Zoölogy, or Chemistry.

(a) PHYSICS.—The following text-books are recommended: Millikan and Gale's First Course in Physics; Wentworth and Hill's Text-Book of Physics; Gage's Elements of Physics.

The subject should occupy one year with the equivalent of three recitations and three hours of laboratory work a week. The lesson should be accompanied by demonstrations illustrating the principal phenomena. The laboratory note-book must be presented with the certificate at the time of matriculation.

(b) CHEMISTRY.—Recitation and laboratory work equivalent to five periods weekly throughout one year of a high school course. The candidate must present a note-book bearing the statement, signed by her instructor, that it is a true and satisfactory record of laboratory practice done by the student presenting it, and that it has been written by her.

The following texts are recommended: Newell's Descriptive Chemistry; Hessler and Smith's High School Chemistry; Shepard's Elements of Inorganic Chemistry; Remsen's Introduction to Chemistry; McPherson and Henderson's Elementary Study of Chemistry.

(c) PHYSIOGRAPHY.—Text-books recommended: Davis's Physical Geography; Tarr's First Book in Physical Geography.

Physiography will not be accepted for entrance unless a note-book embodying the results of considerable practical work is presented, as in Physics.

(d) BOTANY AND ZOÖLOGY.—Text-books: Bergen's Elements of Botany; Coulter's Plant Relations; Davenport's Introduction to Zoölogy; Kellogg's Elementary Zoölogy.

Laboratory work and note-book as in Physics.

II. CONDITIONED FRESHMEN.—Applicants showing not less than ten and a half of the above required units, English being offered at the extent of not less than two and a half units and Mathematics to the extent of two units, may be admitted as conditioned Freshmen. The deficiency should be made up within the first two years of residence.

III. Students who are prepared to enter courses higher than Freshmmen can do so upon showing such preparation to the committee on advanced standing.

IV. Special Students.—Students not proposing to pursue the regular course may be matriculated as special students on the following conditions:

First. They must be at least eighteen years of age at next birthday.

Second. They must be prepared on the entrance requirements, to the extent of ten and a half units, English being required to the extent of two and one half units and Mathematics to the extent of two units.

Third. They must devote at least nine hours a week to studies selected from the departments of History, Languages, Science, Mathematics or Philosophy.

Teachers and other mature persons, not less than twenty years old, desiring special courses, are admitted to classes for which they are prepared, according to the rules of the Association of Colleges and Preparatory Schools of the Southern States, without standing the regular entrance examinations.

Admission by Certificate

The certificates of High Schools, Seminaries, Institutes, Fitting Schools and Colleges that are accredited by any College of the Association of Colleges and Preparatory Schools of the Southern States, or by the similar association of the New England and Middle States, will be received in lieu of entrance examinations for what they certify to have been done. These certificates should be on the forms provided for the College. When desired, examination questions will be sent to teachers preparing students for the College, who will return the "pledged" papers to us.

How to Apply for Admission.

All applications for reservation of room should be promptly followed by statement of preparation made upon the blank forms of the College. These will be sent upon request free of charge.

Rooms in the College dormitories will be assigned to new students in the order of their engagements.

Students should report to the office promptly upon arrival for matriculation.

Degrees.

The degrees offered are Bachelor of Arts (A. B.), and Master of Arts (A. M.).

Organization. For the sake of convenience the courses are arranged in the accompanying table in the order usually pursued, but the curriculum is not based upon a strict four-year class organization. As the work of each course is satisfactorily completed, the student receives credit therefor. When all the courses of instruction in any subject are completed, a Certificate of Proficiency in that subject is issued, and when any of the elective groups required for the A. B. or the A. M. degree is satisfactorily completed, the student receives the degree, whether she has attended four years or not. Thus capacity and energy are given free scope, and those who can may carry off the prizes of scholarship without loss of time by the clog of classmates less capable or industrious. Those students also who cannot remain to take a degree can obtain year by year certificates of the work done in the lower courses and the Certificate of Proficiency in the final course in each subject.*

Satisfactory knowledge of each course is required as the condition of advancement to the next higher in that subject.

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*After 1910 Certificates of Proficiency will be issued only in the Departments of Music and Art.

COLLEGE COURSES LEADING TO A. B.

The courses for the A. B. degree are as follows, grades of 75 per cent. being required in each course:

FIRST YEAR	HOURS PER WEEK	SECOND YEAR	HOURS PER WEEK
English	3	English	3
Latin	3	Psychology and Logic	3
Mathematics	4	Greek, or	3
*A science	3	A modern language	
English Bible	2	A science	3
		History	3
	15		15
THIRD YEAR	**HOURS PER WEEK**	**FOURTH YEAR**	**HOURS PER WEEK**
Ethics and Psychology or	3	Electives: Prescr'd in groups	9
Greek, or		Free choice	6
A modern language			
Electives: Prescr'd in groups	9		
Free choice	3		
	15		15

*Two of the three courses, Chemistry 1, Biology 1, Physics 1, are required for the degree.

ELECTIVE GROUPS.

Upon completing the work of the second year students select the line of their further study according to their special aptitudes.

Before the beginning of the third year each student will be expected to select a leading subject from the following: English, Latin, Greek, German, French, Philosophy, History, Mathematics, Chemistry, Physics, or Biology. She will be required to complete nine hours of elective courses in the leading subject. Other courses amounting to nine hours will be arranged after conference with her adviser, the head of the department in which she elects her principal work. The remaining nine hours of electives may be selected by the student.

COURSES LEADING TO A. M.

For this are required:

1. The A. B. Degree.

2. Fifteen hours a week for one year, in residence, the work to be selected by the student from advanced courses subject to the approval of the faculty. In place of three hours of this work a thesis on work in the student's principal subject may be substituted if desired by the student and approved by the professor.

CERTIFICATES OF PROFICIENCY.—A student completing satisfactorily the highest course in any subject will, upon application, receive a certificate of Proficiency in that subject. This certificate will not be issued after 1910 except in Music and Art.

Examinations. There are two examinations, conducted in writing, one at the close of the half-session in January, the other at the close of the session in June. A student who fails to pass an approved examination loses her right to advance to a higher course. Students are required to attend the examinations of their classes; and whenever, for any cause, a special examination is asked for and granted, the student must pay a special fee of $5.

Reports. A report of the standing of each student is made to her parent or guardian at the end of every quarter during the session, and such special remarks will be appended as each case may demand.

COURSES OF INSTRUCTION

The subjects in which instruction is given in the College are English, Latin, Greek, German, French, Spanish, Philosophy, Pedagogy, History, Political and Social Science, Mathematics, Physics, Chemistry, Geology and Mineralogy, Biology, Astronomy, English Bible, Music, Art, and Physical Development.

In these subjects the following courses of study are offered:

I. ENGLISH.

PROFESSOR ARMSTRONG. ASSOCIATE-PROFESSOR BLACKWELL.
ADJUNCT-PROFESSOR POWELL. MISS LANHAM. MISS L. W. MOORE.

[To honor the memory of a noble young lady, and to perpetuate her usefulness, this Chair has been endowed and named by her friends *"The Susan Duval Adams Chair of English."*]

Course 1. ADVANCED RHETORIC AND COMPOSITION.—Paragraph and forms of discourse; Planning; Theme-writing. This work is accompanied by a large amount of analysis to illustrate the principles. Subjects for longer composition are assigned at stated intervals. Special attention is given Description and Narration. Required for the degree. Three times a week through the year.

For admission to this course, the applicant is examined upon the subjects included in the requirements for admission (see pp. 27-33). Stress is laid upon careful preparation in style—Diction, Figures of Speech and the Sentence—reënforced by a large amount of analysis and composition. In addition, knowledge of the elementary laws of the Paragraph and of Forms of Discourse is required. In lieu of an examination, a certificate showing that these subjects have been satisfactorily completed will be accepted from an accredited school.

Course 2. This course is open to those who have completed Course 1 or its equivalent, and is required for the degree.

(a) ROMANTICISM IN ENGLISH LITERATURE OF THE NINETEENTH CENTURY.—A study of its characteristics. Once a week through the year.

(b) EXPOSITION.—With special attention to analysis and criticism. Twice a week through the fall term.

(c) ARGUMENTATION.—Brief-drawing and debate. Twice a week through the spring term.

Course 3. (a) BROWNING.—A critical study of form and thought. Open to those who have completed Course 2. Three times a week through the fall term.

(b) AMERICAN POETS.—A study of the development of American poetry in the Nineteenth Century. Three times a week through the spring term. Open to those who have completed Course 2.

Course 4. VICTORIAN PROSE.—The formative influences, tendencies, distinguishing features. Open to those who have completed Course 2. Twice a week through the year.

Course 5. A HISTORICAL OUTLINE OF ENGLISH LITERATURE.—Representative texts will be assigned for report and discussion. Three times a week.

Course 6. SHAKSPERE.—Six or eight plays are read. A critical study is made of structure, plot, and delineation of character. This course aims by means of reading and classroom interpretation to give the student a more intimate knowledge of Shakspere's dramas and a deeper appreciation of certain aspects of his art. Three times a week.

Course 7. CHAUCER.—A detailed study of selected works, with reference to the sources of his poems and his use of his material. It considers Chaucer's rank as an artist and his significance as a representative of the spiritual and social forces of the fourteenth century. The aim of this course is primarily literary and seeks to develop the student's insight and appreciation by intensive study of a definite number of poems. Three times a week.

Course 8. THE ENGLISH NOVEL IN THE NINETEENTH CENTURY.—A study of the development of English prose fiction with a view to its historical continuity and its growth as a literary form. Three times a week.

Course 11. ANGLO-SAXON.—Grammar, Exercises, and Translation. Open to those who have completed Course 1. Three times a week through the year.

Course 12. MIDDLE ENGLISH. [Not offered in 1909-10.] This course alternates with No. 11.

Course 13. THEORY OF ENGLISH GRAMMAR.—[Not offered in 1909-10.] This course alternates with No. 4.

II. LATIN.

PROFESSOR LIPSCOMB. MISS RUSSELL. MISS WHITESIDE.

Students applying for admission to any class must be prepared to give evidence of sufficient acquaintance with the work of preceding courses. Exercises in translating from English into Latin are required in all the courses at least once a week; also occasional written translations from Latin into English. The Roman or Phonetic method of pronunciation is followed.

Course 1. This class will read Livy, Cicero de Senectute and the Odes, Satires and Epistles of Horace. A thorough study is made of the lyric metres of Horace. Latin prose composition weekly. Practice in reading at sight. Three times a week throughout the year.

TEXT-BOOKS—Livy (Westcott, or Greenough and Peck); Cicero de Senectute (Bennett); Horace (Smith and Greenough, or Page, Palmer and Wilkins); Gildersleeve's Grammar (latest edition); Latin Prose Composition.

Course 2. The class will read the Annals of Tacitus, the Satires of Juvenal and a play of Plautus. Attention will be given to characteristics of style, and to deviations, of whatever kind, from standard classical usage in the texts read. History of Latin literature, with critical and explanatory comments. Exercises in Latin prose composition based on selections made each week from standard authors of the classical period. Practice in reading at sight. Three times a week throughout the year.

TEXT-BOOKS—The Annals of Tacitus (Allen or Furneaux); Captives of Plautus (Morris, or Freeman and Sloman); Juvenal (Duff or Wright); Mackail's Latin Literature.

Course 3. In this class the Histories of Tacitus, the Satires of Juvenal and a play of Terence will be read. History of Latin literature, with explanatory comment and criticism. This class will be conducted in all respects on the same plan as that of Course 2. [Offered for 1910-1911.]

TEXT-BOOKS—Histories of Tacitus (Davies or Godley); Juvenal (Wright or Duff); Phormio of Terence (Elmer or Sloman); Mackail's Latin Literature.

Course 4. The reading in this course will consist of selections from Quintilian, the Younger Pliny, and the elegiac poets

Propertius and Tibullus. A critical study will be made of ante-classical, post-classical and colloquial forms and usages. The class will study the antiquities and private life of the Romans. Advanced exercises in Latin prose composition. Practice in reading at sight. Three times weekly throughout the year.

TEXT-BOOKS—Quintilian, Book X (Peterson); Pliny's Letters (Westcott); Selections from Tibullus and Propertius (Ramsay or Postgate); Private Life of the Romans; Friedlaender's Town Life in Ancient Italy (Waters).

Course 5. This class will read the Dialogus of Tacitus, and selections from Catullus, and from Lucan. The study of Latin Epigraphy and Paleography will be taken up and continued throughout the year. Advanced exercises in Latin prose composition will be assigned as in Courses 2 and 3. Practice in reading at sight. Three times weekly throughout the year. [Offered for 1910-1911.]

TEXT-BOOKS—Dialogus of Tacitus (Bennett); Catullus (Merrill); Selections from Lucan's Pharsalia (Postgate); Handbook of Greek and Latin Paleography; Latin Inscriptions (Lindsay).

In addition to Courses 1, 2 or 3 and 4 or 5, the second term of Course 1 in History will be required for a Certificate of Proficiency.

III. GREEK.

ADJUNCT-PROFESSOR WHITESIDE.

Course 1. ELEMENTARY.—This course is planned for students who have entered without Greek but wish to include it in their course of study. It comprises a study of forms, inflections, and the elements of Greek syntax. Translation from Xenophon's Anabasis. Sight reading in the New Testament. Three hours a week throughout the year.

TEXTS—Benner and Smythe's First Greek Book; Xenophon's Anabasis (Smith); Goodwin's Grammar; Gleason's Greek Prose Composition.

Course 2. The class will read selections from the Odyssey, a book of Herodotus, a play of Euripides, and Plato's Apology. Practice in sight reading. Exercises in Greek Prose Composition. This course is required for the A. B. degree when Greek is offered for admission. Three hours a week throughout the year.

TEXTS—Odyssey, Books VII-XII (Merry); Herodotus, Book III (Macaulay); Alcestis of Euripides (Hadley); Plato's Apology and Crito (Dyer); Spieker's Greek Prose Composition.

Course 3. First Term: The reading of portions of Thucydides selected with special reference to a study of Athenian public life. Second Term: Sophocles' Antigone and a comedy of Aristophanes. Sight reading. Exercises in Greek Composition. Three hours a week throughout the year.

TEXTS—Thucydides (Taubner edition); Antigone of Sophocles (D'Ooge); The Clouds of Aristophanes (Graves); Spieker's Greek Composition.

Course 4. First Term: Demosthenes on the Crown and selections from the Idyls of Theocritus. Second Term: Rapid reading of the plays of Sophocles, and a critical study of one of the plays of Æschylus. Three hours a week throughout the year.

TEXTS—Demosthenes on the Crown; The Idyls of Theocritus (Cholmeley); The Plays of Sophocles (Jebb); Agamemnon of Æschylus (Sidgwick).

1. To LIBRARY.—By Alpha Xi Chapter of Tri Delta—$50 a year for four years to certain departments, in order named.

2. To MUSEUM.—Minerals, from Mrs. Walter Newman.

IV. GERMAN.

PROFESSOR CAMPBELL. MISS N. MOORE.

Course 1. A thorough elementary course in grammar and composition. Bierwirth's Beginning German. Reading will consist of prose of the character of Immensee, selected lyric poems and one play of Schiller (preferably Die Jungfrau von Orleans). No knowledge of German is presupposed in this course.

Course 2. The first half of this course will be devoted to thorough grammatical work (Bierwirth's Elements of German), Reading Emilia Galotti, Maria Stuart. The second half will approach somewhat the method used in the higher courses, and thus serve as a preparation for these. Notes on the origins of modern German literature and the general tendencies in German literature from 1748-1800. Reading: Hermann und Dorothea, Die Harzreise, Die Journalisten.

Course 3. This course attempts to give a more intimate acquaintance with Lessing, Goethe and Schiller. It will consist partly of lectures dealing with the classic period of German literature. Among the texts read will be Minna von Barnhelm, Na-

than der Weise, selections from Lessing's prose; Wallenstein in full; Götz von Berlichingen, Egmont. Open to students who have completed Course 2. Offered 1909-'10.

Course 4. The novel, more especially of the nineteenth century, will be studied in this course. Lectures will be given on the origin and history of the German novel. The texts for reading will be chosen from the novelists of the nineteenth century, such as Freytag, Scheffel, Keller, Meyer, Heyse, Fontane, Sudermann. Open to students who have completed Course 2. Offered 1909-'10.

Course 5. The drama, more especially of the nineteenth century, will be studied in this course. The history of the drama from Lessing on will be given in lectures. Texts chosen from the writers of the nineteenth century, such as Kleist, Grillparzer, Raimund, Hebbel (to whom especial attention will be paid), Ludwig, Anzengruber, Sudermann, Hauptmann, Witkowski's Das deutsche Drama des 19. Jahrhunderts is used as text. Open to students who have completed Course 3 or 4. Offered 1909-'10.

Course 6. This is a Goethe course. The reading will consist of selections from Dichtung and Wahrheit, Werther, Iphigenie, and Tasso in the first term. The second term will be given to the study of Faust. The work on Part I will comprise a review of the Faustlegend, the First Faustbook, of the Urfaust, and a thorough study of the completed First Part. Faust II will be outlined and explained in selections sufficiently to enable the student to approach the study of it intelligently. Open to students who have completed Course 3 or 4. Offered 1910-'11.

Course 7. This is a course in German lyric poetry. The texts read will be selected from the main lyric poets from Goethe to modern times. The lectures accompanying this work will endeavor to give an account of the history and nature of German lyric verse. Opened to students who have completed Course 3 or 4. Offered 1910-'11.

Each of these courses meets three times a week in fifty-minute periods, and counts three hours on the A. B. degree.

Either Course 3 or 4, but not both, will be offered in 1910-'11.

In all courses above 2, students will be required to make use of reference books in the library, and to write papers on assigned subjects. Courses 3-7 are conducted partly in German.

V. FRENCH.

PROFESSOR LAUBSCHER. MISS N. MOORE.
MRS. WAUGH. MISS ARMSTRONG.

The object of the following courses is to impart to the student a thorough reading, writing, and speaking knowledge of the French language, to give her a comprehensive view of French literature, and to acquaint her with the chief phases of French culture.

Courses 3 and 4 are open to all students who have completed Course 2 or its equivalent. Courses 5, 6, and 7 are open to those students only who have completed Courses 3 or 4. As far as possible, French will be used in class in Courses 3, 5, 6, and 7.

All courses will meet three times a week, and will count three hours on the A. B. degree.

Course 1. ELEMENTARY FRENCH.—The object of this course is to give beginners a good reading and writing knowledge of Modern French, and to ground them thoroughly in the essentials of the grammar. Particular attention will be paid to pronunciation.

TEXTS—Fraser and Squair's Grammar; Labrète, Mon Oncle et mon Curé; Sandeau, Mlle. de la Seiglière; Labiche, Le Voyage de M. Perrichon; Mérimée, Colomba.

Course 2. The first half-session will be devoted to completing the student's structural knowledge of the language. Grammar, translation, exercises, drill in pronunciation, and reading will form the basis of the work. In the second half-session, a study will be made of the lives and works of such French novelists as Hugo, Sand, Balzac, Mérimée, and Daudet.

TEXTS—Hugo, Les Misérables; Sand, La Mare au Diable; Balzac, Le Curé de Tours; Mérimée, Colomba; Daudet, Le Nabab; Lanson, Histoire de la Littérature française.

Course 3. FRENCH CONVERSATION AND COMPOSITION.—The object of this course is to impart a practical knowledge of the spoken French language. It is offered especially as a preliminary training for those students who, for purposes of art, music or advanced study of any description, intend to reside abroad, or for those students who intend to teach the language. A theoretical and practical study of French phonetics is made, and the student is trained in the accurate pronunciation of the speech sounds.

Much time is given to drill in the structure and idioms of the language, weekly essays in French are required, and a large portion of each period is devoted to practical French Conversation.

TEXTS—Passy and Rambeau, Chrestomathie Phonétique; Newson, French Daily Life; etc.

Course 4. THE EVOLUTION OF THE FRENCH DRAMA.—A preliminary study will be made of the origins of the French theater, with lectures on the Old-French Farces, Mysteries, and Moralities. A careful study will next be made of the origin, development, and decline of the Classic Tragedy and Comedy, with an examination of the works and dramatic theories of Corneille, Racine, Molière and Voltaire. The rise and fall of the Romantic Drama will then be considered in the plays of Hugo, Vigny, Musset, etc. Finally, the development and dramatic doctrines of the Modern Drama will be studied in the works of Dumas fils, Augier, etc.

TEXTS—Plays by the authors treated will be read. For criticism of these works and for the study of the lives of the authors, the student will be referred to Petit de Julleville, Histoire du théâtre en France; Lanson, Histoire de la Littérature française; Faguet, XIXe. siècle; Pellissier, Le Mouvement littéraire au XIXe. siècle; Sarcey, Quarante ans de théâtre.

Course 5. THE EVOLUTION OF THE FRENCH NOVEL.—A preliminary study will be made of the origins of the French novel, with lectures on the Old-French Fabliaux, Chansons de Gestes, Romans d'Aventures, and Arthurian Legends. A rapid survey will then be made of the novelists of the seventeenth and eighteenth centuries, including D'Urfé, Scarron, Mme. de la Fayette, Lesage, and Prévost. This will be followed by a careful study of the works and artistic methods of the Romantic novelists, including, Rousseau, Mme. de Staël, Chateaubriand, Lamartine, Hugo, Dumas, Musset, Vigny, Sand and Feuillet. Finally, the evolution of the Realistic novel will be examined and an investigation will be made of the works and literary theories of Stendhal, Balzac, Mérimée, Flaubert and Daudet.

TEXTS—The masterpieces, either in whole or in part, of the authors treated will be read. For the criticism of these authors, the student will be referred to Morillot, Le Roman en France; Lanson, Histoire de la Littérature française; Pellissier, Le Mouvement littéraire au XIXe. siècle.

Course 6. THE EVOLUTION OF FRENCH LYRIC POETRY.—Beginning with the Old-French folk-songs, a study will be made of the

evolution of French Lyric Poetry down to modern times. Especial attention will be given to the poets of the Pléiade, Lamartine, Hugo, Vigny, and Musset.

TEXTS—Poems by the authors treated will be read. For the study and criticism of these authors, the student will be referred to Brunetière, Evolution de la poésie lyrique; Faguet, XIXe. siècle.

[This course is not offered for 1909-1910.]

Course 7. RECENT FRENCH LITERATURE.—This course is intended to acquaint the student with the latest phases of French literary activity, bringing down to present times Courses 4, 5, and 6. A detailed study will be made of such modern poets as Leconte de Lille, Verlaine, Sully Preudomme, and Coppée, such dramatists as Sardou, Brieux, Donnay, Lavedan, and Hervieux, and such novelists as Zola, Bourget, E. and J. de Goncourt, Loti, Rod, and Barrès. Much attention will be given to the literary theories of the last half-century, including a discussion of the Naturalistic, Psychologic, and Symbolistic Schools.

TEXTS—Works by the above authors will be read. The student will be referred, for reference, to Pellissier, Mouvement littéraire contemporain.

[This course is not offered for 1909-1910.]

VI. SPANISH.

PROFESSOR LAUBSCHER.

Course 1. ELEMENTARY SPANISH.—The object of this course is to give beginners a good reading and writing knowledge of Modern Spanish, and to ground them thoroughly in the essentials of the grammar.

TEXTS—Hills and Ford, Spanish Grammar; Matzke, Spanish Reader; Alarcón, El Capitán Veneno; Pérez Galdós, Doña Perfecta.

Three times a week throughout the year.

Course 2. The first half-session will be devoted to completing the student's structural knowledge of the language. Grammar, composition, and reading in Modern Spanish texts will form the basis of the work. In the second half-session, a rapid survey will be made of the Literature of the Golden Age, with readings in Calderón, Lope de Vega, and Cervantes.

TEXTS—Pérez Galdós, Marianela; Isla, Gil Blas; Lopa de Vega, La Estrella de Sevilla; Calderon, La Vida es sueño; Cervantes, Don Quixote.

Three times a week throughout the year.

VII. PHILOSOPHY.

PROFESSOR LANE. MISS WILKINS.

Course 1. This course is required for the degree. It occupies three hours per week throughout the year.

(a) PSYCHOLOGY.—It will consist of a study of mental elements and compounds. Text-book work and supplementary reading, together with regular laboratory practice, will be required. A prime object of the course is to train the student in the practice of exact introspection.

TEXT:—Titchener's Outlines of Psychology; Lane's Elemental Consciousness; Reference, James' Principles of Psychology. Titchener's Experimental Psychology (Qualitative Experiments).

(b) LOGIC.—A brief course in Logic will take the place of Psychology in the last part of the second term. It will attempt not merely to possess the student with the formulas of ordinary Logic, but to interpret these in the light of the modern developments of Logic.

TEXT-BOOKS—Creighton's Introductory Logic; Reference, Bosanquet's Morphology of Knowledge.

Course 2. This course occupies three hours per week, and is required for the degree as an alternative with a second modern language (or Greek) in the requirements of the third year.

(a) GENETIC AND GENERAL PSYCHOLOGY.—A study of the theory of mental development and some of the phases of mental genesis represented in childhood, adolescence, etc., will occupy part of the time. Also a survey of some of the problems of perceptual consciousness in regard to space perception, time perception and the perception of external reality in their general theoretical bearings, is undertaken. Discussions, prescribed readings, papers by students, and text-book work will constitute the method of instruction.

(b) ETHICS.—This will occupy the second term. It will consist of a careful consideration of the nature of desire, motive, etc., with their significance in the interpretation of human freedom, a brief study of types of theory concerning the moral standard and its application to the system of virtues, moral institutes, and moral

progress. Text-book work will be expected, and free discussion will be encouraged.

TEXT—Stout's Manual of Psychology; Baldwin's Mental Development; J. S. McKenzie's Manual of Ethics. References: Green's Prolegomena; Mill, Spencer, Hyslop, Dewey & Tufts, Seth; Baldwin's Social and Ethical Interpretations.

Course 3. This course occupies three hours per week throughout the year.

(a) ANCIENT AND MEDIAEVAL PHILOSOPHY.—It will include a general account of the development of philosophic thought from its origin in Greece upwards. Emphasis is put upon the organic connection of systems.

(b) MODERN PHILOSOPHY.—Second term. Especial emphasis is put upon the English movement in Philosophy as the basis for comprehending the Kantian and Post-Kantian movements.

Lectures, text-book work, prescribed readings and essays will constitute the method of instruction. Students will be required to read in part the following: Plato's Republic, Nicomachean Ethics of Aristotle, Descartes' Method and Meditations, Spinoza's Ethics, Leibniz's New Essays, Locke's Essay on Human Understanding, Berkeley's Principles, Hume's Treatise.

TEXTS AND REFERENCE—Weber's History of Philosophy; Windelband; Erdmann; Schwegler.

Course 4. This course occupies three hours per week through the year.

(a) ADVANCED PSYCHOLOGY.—It will consist of a study of selected portions of James' Principles, with readings from Külpe and Wundt, together with lectures, student papers and laboratory work. The psychophysical methods will be studied in some detail, and besides the main topics of general psychology some consideration will be given to certain phases of abnormal psychology such as dream consciousness, hypnotism, illusions, insanity.

Laboratory work (in Psychology) representing one-third of the time of the course is required.

BOOKS—James' Principles of Psychology, Vol. II; Külpe's Outlines of Psychology; Tichener's Quantitative Experiments in Psychology.

(b) ETHICS.—A study will be made of Green's Prolegomena to Ethics, with collateral readings from Martineau and Sidgwick.

As much time as available will be devoted to the study of historical types of ethical theory.

BOOKS—Green's Prolegomena to Ethics; Martineau's Types of Ethical Theory; Sidgwick's Methods of Ethics.

Course 5. Three hours per week through the year.

(a) KANTIAN CRITICISM.—This will be during the first term a study of the Critiques of Pure Reason and Practical Reason and the Critique of Judgment. The main work will be put upon the Critique of Pure Reason.

BOOKS—Watson's Selections; Watson's Kant and his English Critics; Caird's Critical Philosophy of Kant.

(b) METAPHYSICS.—Two hours per week, second term. It will deal with the cardinal questions of modern metaphysics, interpretation of the catagories in their systematic order, and will seek to reach some conception of the relation of the individual to the absolute.

TEXT—Royce's The World and the Individual, Volumes 1 and 2. Collateral Reading; Bradley, Schiller and Taylor.

(c) POST-KANTIANISM.—A rapid historical survey of Post-Kantian Idealism, occupying one hour per week during the second term.

COLLATERAL READING—Royce's Spirit of Modern Philosophy; McTaggart, Hegelian Dialectic.

Courses (4) and (5) are not given the same year.

VIII. PEDAGOGY.

PROFESSOR LANE. MISS WILKINS.

The work of this department is designed to acquaint students who undertake it with the general principles of education, and as much of the detail of educational practice as is feasible under our limitations of time. It is thought that such knowledge cannot but be of prime importance to every young woman, whether she expects to become an actual teacher in the schools or not. She must at least through life be her own teacher in many lines of study, and will necessarily exercise a more or less directive influence over the lives of others with whom she is connected in society. Hence it is desirable that she should know the principles

which are essential to successful teaching, because she will thus be better qualified than otherwise to direct her own growth and perform her obligations to society intelligently, or, if she goes into school work, to perform her professional duties more wisely. In the last respect the importance of these studies goes without saying. Practical work in applying the principles is insisted on regularly.

Course 1. (a) This will meet twice a week throughout the year. It will at first be occupied with the History of Education, studying the different forms of educational thought from the earliest times up through its mediæval and modern transitions. The second term will be devoted to a study of the principles of Pedagogy in relation to the work of the teacher, both in general and as applied to special methods.

(b) Practice work in the preparation and teaching of lessons. Once a week.

Books—McMurray's Method of the Recitation, Rein's Outlines of Pedagogics; De Garmo's Principles of Secondary Education; Blow's Educational Issues in the Kindergarten; Quick; Seely; Roark's Methods in Education; Schaeffer; Monroe's History of Education; McClellan & Dewey's Psychology of Number.

Course 2. (a) Philosophy of Education.—This course deals with the fundamental principles that underlie education, with the discussion of the educational standard and method in general in relation to that standard, with the analysis of the process of acquisition, self-activity, etc.

Books—Harris, Psychological Foundations of Education; Horne, Philosophy of Education.

(b) Pedagogical Psychology.—A study of mental functions with especial reference to their bearing on the method of Pedagogy.

(c) School Management.—This will occupy one hour per week, and will deal more especially with questions of school discipline and government, punishments, etc.

Course 3. (a) History of Education.—An intensive study of some selected educational masterpieces, with an attempt to interpret these in their general relationship to philosophic movements, will cover this part of the course. Two hours per week.

Books—Rosseau's Emile; Herbart's Science of Education; Spencer's Education; Pestallozzi; Froebel.

(b) Comparative Educational Systems.—A study will be made of British, French, German and American educational systems. One hour per week.

Courses (2) and (3) are not given the same year.

IX. HISTORY.

Professor Arnold. Miss Margaret Ellis.

For the A. B. degree one year in History is required, usually Course 1, but Course 2 may be substituted by students that have had sufficient training to enable them to pursue it with profit.

Course 1. Ancient History.—(a) *Beginnings of Civilization* and *History of Greece.*—This course includes a brief introduction to Classical Geography, a rapid survey of the ancient civilizations of Egypt, Chaldea, India, and China, and a special study of the achievements of the Greeks. Lectures, recitations, library work. Three hours a week first term.

Text-Books—Botsford's History of the Orient and Greece, Mahaffy's Greek Civilization, Mariette's Outlines of Ancient Egyptian History, Sayce's Primer of Assyriology, and Dutt's Civilization of India.

(b) *History of Rome.*—This course of study embraces the growth of the Republic, the establishment of colonies, the extension of foreign conquest, the nature of political institutions, the history of the Empire, the German invasions, and the fusion of Roman and Teuton under the rule of Charles the Great. Lectures, recitations, library work. Three hours a week second term.

Text-Books—Seignobos' History of the Roman People, and Inge's Society in Rome under the Cæsars.

Course 2. Mediaeval and Modern History.—(a) *Europe in the Middle Ages.* In this course a rapid review of the Carolingian period is first made, and then is begun the study of the rise of the Papacy, the development of the Mediæval Church, the founding of the Holy Roman Empire, the nature of the Feudal System, the influence of the Crusades, and the forces of the Renaissance. Lectures, recitations, library work, oral and written class reports. Three hours a week first term.

Text-Books—Emerton's Introduction to the Middle Ages, Emerton's Mediæval Europe, and Adams' Civilization during the Middle Ages.

(b) *Europe in Modern Times.*—This course covers the Reformation and Thirty Years' War, the struggle in England for constitutional government, the rise of Russia and Prussia, the French Revolution, and the landmarks of European history since the Congress of Vienna. Lectures, recitations, library work, oral and written class reports. Three hours a week second term.

TEXT-BOOKS—Schwill's History of Modern Europe and Epochs of Modern History edited by Morris.

Course 3. ENGLISH HISTORY.—During the fall term special attention is paid to the Norman Conquest, post-Norman Feudalism, the Wars of the Roses, the Tudors and the Reformation. In the spring term the subjects chiefly studied are Parliament and the Stuarts, British Colonial Development, and England's Attitude during the Revolutionary and Napoleonic Eras. Three hours a week throughout the session. Lectures, recitations, oral and written reports.

Course 4. AMERICAN HISTORY.—During the first term a general review is made of the entire period of American history. The discoveries, the colonial life, the revolutionary strife, the formation of the union, the rise of parties, the growth of sectionalism, the secession movement, the reconstruction period, the strengthening and more conscious nationalism, are subjects receiving treatment in outline. In the second term some one phase of the history of the United States is more intensively studied. Source books are used and several authors are read. Three hours a week throughout the session.

Course 5. NINETEENTH CENTURY HISTORY.—This course covers European history from the Congress of Vienna to the present time. Subjects emphasized are the reaction against legitimism and against Metternich's policy of absolutism; the growth of liberalism and of constitutional government; the rise of nationalism; the changing international relations; and the colonial schemes of the leading nations of Europe. Two hours a week throughout the session.

TEXT-BOOKS—Alison Phillips' European History, 1815-1899, Kirkpatrick's Lectures on the History of the Nineteenth Century.

X. SOCIOLOGY.

PROFESSOR AYERS.

Course 1. Elements of Economics and Social Science. This course is designed to give an acquaintance with the more important principles of Political Economy, to insure some understanding of the primary, basal laws underlying the welfare and progress of society, to awaken an interest in social phenomena and to beget the desire and ability to be of real social service. Some attention is given to the general theory of Sociology, but the greater part of the course is given to practical questions, such as charities and corrections, punishment and reformation, old age pensions and workingmen's insurance, factory legislation, the labor movement, woman's work and wages, college settlements, and the church in relation to social reform. Lectures, recitations, theses. Three hours a week.

Course 2. POLITICAL SCIENCE.—This course aims to give the student a knowledge of the more important forms of ancient and modern governments. The line of progress is followed from the patriarchal government through Greece and Rome, modern European countries and American institutions. Special attention is given to the United States federal government, the State, municipal, town and county governments. Three hours a week.

The students of both of these courses will be taken on tours of inspection through factories, almshouses, prisons and the various departments of the city government of Lynchburg.

XI. MATHEMATICS.

PROFESSOR PATTILLO. ADJUNCT-PROFESSOR LAREW.
MISS RUSSELL.

Course 1. (a) ADVANCED ALGEBRA.—Beginning with a fuller treatment of ratio, proportion, variation, the three progressions, surds and imaginaries than is usually given in preparatory schools, this class will take up in order the theory of quadratic equations, permutations and combinations, binomial theorem, logarithms, series, undetermined coefficients, probability, determinants, and the theory of equations.

(b) SOLID GEOMETRY.—Lines and planes in space, dihedral and polyhedral angles, projections, polyhedra, including prisms, pyramids and the regular solids, cylinders, cones, spheres, spherical triangles, and the measurement of surfaces and solids.

(c) PLANE TRIGONOMETRY.—While a careful study will be made of the properties of right and oblique triangles and their solution, much of the time will be devoted to trigonometric analysis.

Four times a week through the year.

TEXT-BOOKS—Wells's Advanced Course in Algebra; Phillips and Fisher's Elements of Geometry; Loney's Plane Trigonometry, Part I.

Course 2. (a) ANALYTIC GEOMETRY.—The conception of a locus having been established, the straight line, the circle, the parabola, the ellipse, the hyperbola, the polar equation of the conic, and the general equation of the second degree are successively taken up; this is followed by an elementary introduction to Solid Geometry.

(b) DIFFERENTIAL AND INTEGRAL CALCULUS.—A study of the elementary principles and applications of the Calculus.

Three times a week through the year.

TEXT-BOOKS—Tanner and Allen's Analytic Geometry; Granville's Differential and Integral Calculus.

Course 3. (a) INTEGRAL CALCULUS.—This is a continuation of the work given in Course 2, the subject here being treated much more fully.

(b) THEORY OF EQUATIONS.—An advanced course in the general Theory of Equations, in which a knowledge of the Calculus will be presupposed.

Three times a week through the year.

TEXT-BOOKS—Granville's Differential and Integral Calculus; Burnside and Panton's Theory of Equations, Vol. I.

Course 4. (a) ANALYTIC GEOMETRY OF THREE DIMENSIONS.—The plane, the straight line, the quadric surfaces, general theory of surfaces.

(b) DIFFERENTIAL EQUATIONS.—An elementary course devoted mainly to the solution of the simpler ordinary and partial differential equations, with a few geometic and physical applications.

Three times a week through the year.

TEXT-BOOKS—C. Smith's Solid Geometry; Murray's Differential Equations.

Course 5. (a) ANALYTIC GEOMETRY.—An advanced course, with an introduction to modern Analytic Geometry.

(b) ADVANCED CALCULUS.—The usual topics of an advanced course will be treated, while many examples taken from problems in Geometry and Physics will be considered.

Three times a week through the year.

TEXT AND REFERENCE BOOKS—Salmon's Conic Sections; Goursat's Cours d'Analyse; Williamson's Differential Calculus; Williamson's Integral Calculus.

Courses 4 and 5 will be given alternately.

XII. CHEMISTRY.

PROFESSOR MARTIN. MISS SHERRILL.

Course 1. INORGANIC CHEMISTRY.—The subject is developed from the standpoint of the Periodic Law. Especial attention is given to the demonstration of fundamental principles and the solving of stoichiometric problems. Value, 3 hours.

Course 2. QUALITATIVE ANALYSIS.—(a) *Solution Analysis;* (b) *Pyro-analysis.* This course presents an advanced discussion of Inorganic Chemistry from the vantage points of *the theory of solutions, equilibrium,* and *mass action.* Course 1, or its equivalent, is prerequisite. Value, 3 hours.

Course 3. ORGANIC CHEMISTRY.—A systematic and comprehensive survey of the chief series of hydrocarbons and their compounds, with especial emphasis upon the theoretical basis of the science. The practical work includes the making of twenty-four pure organic compounds. Value, 3 hours.

Course 4. QUANTITATIVE ANALYSIS.—The course includes gravimetric and volumetric methods, and is designed to develop a high degree of technical skill. It calls for nine hours of laboratory practice weekly. Value, 3 hours.

Course 5. SANITARY CHEMISTRY.—This course is given in the first half-session. It embraces the sanitary analysis of potable water, beverages, condiments, and foodstuffs. Chemistry 4 is prerequisite. Those electing this course are advised to supplement it with *Biology 6* in the second half-session.

Course 6. MINERALOGY.—This course is given in the second half-session. It embraces the Elements of Crystallography and Systematic and Determinative Mineralogy. Chemistry 2 is prerequisite.

XIII. PHYSICS.

ADJUNCT-PROFESSOR WALBRIDGE.

Course 1. GENERAL PHYSICS.—A first course treating of the elementary principles of Physics. The recitations are illustrated with numerous experiments. Special attention is given to the explanation of the phenomena of everyday life. This course may be taken without difficulty at the same time as Mathematics I. Credit three hours.

Course 2. ELECTRICITY AND LIGHT.—This course is presented mainly from the experimental standpoint, with frequent conferences for discussion. Credit two or three hours.

Course 3. MECHANICS, MOLECULAR PHYSICS AND HEAT.—This course consists of experimental work and conferences, similar to Course 2. Credit two or three hours.

XIV. ASTRONOMY.

ADJUNCT-PROFESSOR WALBRIDGE.

Course 1. DESCRIPTIVE ASTRONOMY.—Historical and general information concerning celestial phenomena. Two hours a week through the year.

TEXT-BOOK—Moulton's Introduction to Astronomy.

Course 2. SPHERICAL ASTRONOMY.—This course includes a brief discussion of the following subjects: Spherical Trigonometry, Transformation of Coördinates, Determination of Time, Correction of Observations, Precession and Eclipses. One hour a week throughout the year.

XV. BIOLOGY.

PROFESSOR HAMAKER.

Course 1. GENERAL BIOLOGY.—This introductory course is designed to acquaint the student with the more important principles of organization and the life relations of organisms. The subject-matter of the course offers unusual opportunity for training in accurate observation and expression, nicety of judgment and correct modes of thought leading to legitimate inference by inductive methods. These are constantly insisted upon. About 90 hours are devoted to laboratory work during the year and, besides, one or two periods per week of lecture and recitation.

Course 2. Botany.—The structure, physiology and genetic relations of plants. The work of this course consists almost wholly of laboratory work, but there will be occasional lectures. Most of the time is devoted to the study of types of the most important orders of Cryptogams with an extended consideration of the relations of the Archegoniates, Gymnosperms and Angiosperms. Three times a week.

Course 3. Zoölogy.—Comparative morphology and biology of animals as represented by a series of types of the most important classes of Invertebrates and Vertebrates. Three times a week.

Course 4. Comparative Anatomy of the Vertebrates.—This course will consist chiefly of the dissection of typical examples of fishes, amphibians, reptiles and mammals. There will also be occasional lectures and recitations. Three times a week during the first half-year. [Omitted in 1909-1910.]

Course 5. (a) Histology.—During the first term this course will consist wholly of laboratory work involving the practice of the most important methods employed in histological technique, and the study of the cell and the tissues.

(b) Embryology.—During the second term there will be occasional lectures, but the work will be chiefly in the laboratory and will consist of the application of histological methods to the study of the development of the vertebrate embryo (frog and chick).

Course 6. Economic Microörganisms.—This course deals broadly with the phenomena of organic ferments and more specifically with the pathogenic microörganisms. Two or three times a week during the second half-year. [Omitted in 1909-1910.]

XVI. GEOLOGY.

Professor Martin.

Course 1. General Geology.—Lectures, laboratory practice, excursions, and recitations. The department is equipped with good collections of photographs, models, charts, minerals, rocks, fossils, and reference library. The vicinity abounds in magnificent illustrations of Dynamical Geology.

Chemistry 1 and Biology 1 are prerequisites. The class meets twice weekly throughout the year. Value, 2 hours.

Course 2. ANTHROPOLOGY.—This is an elementary course designed to introduce the student to the comparative method of studying human activities. It embraces an investigation of the physical characteristics and relationships of man and his division into races and varieties; his distribution from early geologic times to the present; the archæology of the stone and the metal ages, and folk-migrations; *primitive culture*—economic arts and industries, local barter, and æsthetic arts; *primitive sociology*—the family, the tribe, property, government, ethics, and inter-tribal relations as commerce and war; and *primitive religion*—Animism, Fetichism, Shamanism, priesthood, myths, and legends.

Elective for Seniors, only. The class meets once a week throughout the year. Value, 1 hour.

XVII. ENGLISH BIBLE.

PROFESSOR AYERS.

Course 1. This course is designed to give the student a knowledge of the history of the English Bible, the life of Christ, the work of the Apostles, and evidences of Christianity. Special attention is given to the teaching of Jesus as recorded in the four Gospels. Lectures, recitations and original work. Two hours a week throughout the session.

Course 2. This course aims to give the student an understanding of the history and text of the Old Testament. The time will be divided between the legal, historical, poetical and prophetical books. Some attention will be given to methods of interpretation. Lectures, recitations and theses. Two hours a week.

For the A. B. degree one year in the study of the Bible is required, usually Course 1; but Course 2 may be substituted by students who are sufficiently prepared or can give satisfactory reasons for taking it.

XVIII. MUSIC.

PROFESSORS DAVIS, ADAMS AND CLARK.
MISS BOND, MISS WILLIAMS, MISS JOHNSON, MISS ORR,
MISS REYNOLDS, MISS HARVEY.

This department is under the direct supervision of Professor Davis. Instruction, both theoretical and practical, will be given in theory, history, piano, organ, violin, solo singing, choral and sight singing, and methods of teaching music.

ENTRANCE REQUIREMENTS.—Students must understand the rudiments of music and have some technical proficiency before the theoretical or practical courses can be taken.

Where the examination shows deficient training an introductory course will be given, but no beginner in music will be received in the department.

Students completing the courses in either piano, organ, or vocal music will receive a Certificate of Proficiency from the Department of Music. This is credited as six hours on the A. B. or A. M. degree.

Each course in Theory will be credited as two hours on the A. B. degree, not exceeding, however, six hours' credit in all.

The four courses in Theory are required for completion of either instrumental or vocal courses. All students of music, instrumental or vocal, will be required to take the introductory year in Theory, unless excused after examination.

Students in the vocal course will be required to pass the examination in Piano Course 2 before certificate will be given.

Resident students who specialize in music will be required to take nine hours a week in the academic departments. Half-courses are offered for advanced students whose literary studies do not leave full time for music. In music, as in other subjects, students enter the courses for which they are prepared.

Examinations are given twice a year and students are advanced as rapidly as possible. Each course is designed to cover one year's time, but if a student has time for extra practice, or learns rapidly, she will be advanced at any time to the course her progress entitles her to enter; if she falls below the work required in

amount or excellence, she will not be advanced until the deficiency is made up. The introductory courses are arranged for students whose training has been deficient.

Students receive both private and class lessons. Musicals and lectures will be given frequently.

For both instruction and practice only Knabe pianos are used. Thirty-four new pianos have been installed this year. Pianos are replaced by new ones each seven years and are kept in first-class condition.

For terms, see pages 67 and 68.

I. Theory.

PROFESSOR DAVIS. MISS WILLIAMS.

An Introductory Course of one year is offered, and students will be required to pass a satisfactory examination before taking Course 1.

INTRODUCTORY YEAR.

The history of notation; formation of intervals; origin and development of scales and simple harmonic chords; relationship of keys; a general survey with illustration at keyboard of rhythm, tempo, marks of expression, use of pedals, phrasing, and melodic embellishments. Twice a week through the year.

Course 1. HARMONY.—This course includes a thorough treatment of intervals; the principal consonant and dissonant chords in their relation to harmonic progression; modulation to related keys; the use of passing notes and suspensions; the harmonizing of a given theme, or a figured bass; practical work at keyboard and in written exercises. Twice a week through the year.

Course 2. ADVANCED HARMONY AND COUNTERPOINT.—A continuation of Course 1, with an enlarged development of dissonant combinations. Use of the pedal note, unrelated tones, and harmonic sequences as applied in harmonizing a given theme, and in original exercises. Harmonic counterpoint; harmonic accompaniment; practical work at the keyboard and in written exercises. Twice a week through the year. This course is open to students who have completed Course 1.

Course 3. History of Music.—This course will give a general survey of the subject. Ancient and Greek music; the music of the early Christian Age; the development of counterpoint and polyphonic music; Luther's Reformation; the Italian, French and German opera; the oratorio; the development of instrumental music; the great Art Forms; biographies of the great composers. Twice a week through the year.

This course is open to all College students, but students are advised to take Courses 1 and 2 in Theory before taking Course 3.

Course 4. Counterpoint, Form and Analysis.—This course is a development of work begun in Course 2, and includes more advanced work in counterpoint, with thematic, rhythmic and harmonic analysis of compositions by the best composers of the classic and romantic periods. Twice a week through the year. This course can be taken after Course 2, but will be of greater benefit to students who also take Course 3 before beginning Course 4.

II. Pianoforte.

Professors Davis and Adams.
Miss Bond, Miss Williams, Miss Johnson, Miss Orr, Miss Harvey.

Students must be familiar with correct phrasing, staccato and legato touch, the ordinary signs used in music, and their application, and have some technical proficiency before Course 1 can be taken.

Course 1. Students who take this course will have technical studies to develop touch, finger, and wrist action; scales and arpeggios in various forms; studies and sonatas by such composers as Czerny, Clementi, Loeschorn, Kuhlan, or equivalents. Two lessons a week and two periods of daily practice through the year.

Course 2. Continued study of scales and arpeggios; studies and sonatas by Clementi, Heller, Mozart, Haydn, Mendelssohn, Bach, etc. Two lessons a week and two periods of daily practice through the year.

Course 3. Scales in double thirds and sixths; arpeggio, trill, and wrist studies; selections from Bach Inventions; Clementi, Cramer, and Loeschorn studies; Mathew's Graded Studies,

Beethoven Sonatas, Schubert, Schumann, Chopin, and other classic composers. Two lessons a week and two periods of daily practice through the year.

Course 4. This course is a perfecting of all the previous courses. More difficult technical studies will be required, and larger, more important works by the best composers will be studied. No student can complete this course until a thorough knowledge of the best music for the pianoforte has been acquired, and sufficient mastery of technique to interpret such works with intelligence. In Course 4 attention will be given to four- and eight-hand arrangements for the pianoforte of symphonies and other compositions for orchestra. Two lessons a week and two periods of daily practice through the year.

III. Vocal Music.

PROFESSOR CLARK. MISS REYNOLDS. MISS ORR.

Instruction in vocal music will be given in private and class lessons. Courses are offered in solo singing, sight singing and chorus practice. Students must have some knowledge of the rudiments of music and ability to read simple music before taking Course 1.

SOLO SINGING.

Course 1. Lessons in correct position, breathing and production of tone; development of registers; easy solfeggios and exercises in Concone and Panofka; also Sieber's Studies in enunciation preparatory to simple songs. Two lessons a week, and one period of daily practice through the year.

Course 2. Study of intervals with portamento; slow scales and arpeggios; more difficult studies in Panofka and Matilde Marchesi; study of ballad singing. Two lessons a week, and one period of daily practice through the year.

Course 3. Study of scales, arpeggios, turns, etc., in rapid movement; exercises in Italian from Salvator Marchesi and Vaccai; vocalises for style and execution; Italian, French and German songs; oratorio and church music. Two lessons a week, and one period of daily practice through the year.

Course 4. Study of major and minor scales; advanced work in execution and artistic phrasing; continued study of diction and interpretation covering a wide range of songs from the best writers. Two lessons a week, and two periods of daily practice through the year. All students who complete Course 4 must pass the examinations required in Course 2 for pianoforte playing, and such examinations as the professor of vocal music may require in sight singing and chorus practice.

Chorus Class.

This class is open to students who pass the examination required by the professor of vocal music. All vocal students are expected to sing in this class, which meets once a week through the year, to study the choral works for female voices by the best composers, Mendelssohn, Schumann, Rubinstein, etc.

IV. Organ.

Professor Adams.

A carefully arranged course in organ music is offered students. A Mason & Hamlin organ, with two manuals and full set of pedals, is accessible to students for practice at the College. A large Hutchins and Votey pipe-organ is available for more advanced students. Two lessons a week and such practice as the student requires. As a rule this course covers four years.

V. Violin.

Miss Johnson.

Instruction on the violin will be given in private or class lessons. A systematic course is followed. Two lessons a week and such practice as the student requires. As a rule, this course covers four years.

VI. Students' Half-Course.

This course is designed for students whose academic studies prevent their taking full work in music.

Only students advanced in music will be allowed to take this course.

XIX. ART.

PROFESSOR COWAN. MISS MORGAN.

The purpose of the department of Art is not only to give student a knowledge of drawing and painting, but to develop their power of observation and their appreciation of the beauty of form and color. The time of the student is devoted to the study of the principles that underlie all true work in art, and to their application in studies of gradually increased difficulty. The work is individual, therefore each student has all liberty and encouragement to advance as rapidly as her time and ability will allow. The method is the same as that used in the best art schools of this country and Europe. Students completing Course 6 are admitted to the life class in the Art Students' League of New York, in Pennsylvania Academy of Fine Arts and the Académie Julian in Paris, France.

The Julian Académie of Paris, France, and the Pennsylvania Academy of Fine Arts, Philadelphia, offer scholarships to the Art Department of this College.

Students completing Course 6 in technical work and History of Art will receive a Certificate of Proficiency. This is credited as five hours on the M. A. degree, or as two hours on the A. B. degree.

HISTORY OF ART.—This course is designed to acquaint the students with the great movements in Art which represent the civilization of the world, as well as with the masters of the ages and their works. It embraces the history of architecture, sculpture and painting in the following countries: Egypt, Babylon, Assyria, Persia, India, Greece, Italy, France, England and America. No drawing is done in this course which is planned as a general culture course for all students. A two-hour elective counts towards the A. B. degree. Open without charge to Sophomores, Juniors, Seniors and advanced Special Students. This class meets twice a week throughout the session. Lectures will be illustrated with photographs and lantern slides.

TEXTS—Architecture, Classic and Early Christian, Smith and Slater; Architecture, Gothic and Renaissance, T. Roger Smith; History of Sculpture, Marquand and Frothingham; History of Painting, Van Dyke.

TECHNICAL AND THEORETICAL.—For those seeking technical and theoretical knowledge the following courses are offered. For terms, see pages 67 and 68.

Introductory. Drawing from objects and casts. Perspective. Three hours.

Course 1. Drawing from casts, heads and busts; still-life. Comparative Anatomy. Three hours.

Course 2. Drawing from casts, heads and full-lengths. Composition. Three hours.

Course 3. Drawing heads from life, draped models. Painting from still-life. Composition. Sketching. Three hours.

Course 4. Drawing from life. Painting from still-life. Composition. Out-door sketching. Three hours.

Courses 5 and 6. Painting from life. Composition. Out-door sketching. Three hours.

A large sky-lit studio, well equipped with imported casts, objects for still-life studies, materials and photographs, is provided for the use of students. A living model is also furnished daily without extra charge.

The composition class meets every week, when each student brings an original drawing or painting representing her conception of the subject which has been assigned for treatment. Each composition is criticised minutely for the benefit of all, and care is taken that the students are drilled in the principles that are necessary for the foundation of good pictures. Open to all art students without extra charge.

A sketch class meets weekly during the entire year, doing rapid pen or pencil sketching from life indoors during the winter and landscape sketching during the season suitable for such work. All art students are members of this class without extra charge. It is designed as preparatory to illustrative drawing.

Memory-sketching is used to strengthen the habit of close attention to the daily subject in hand.

Painting may be done in pastels, oils or water colors.

A course in miniature painting is offered.

Mature students desiring to devote all their time to art may board near the College and attend as Day Students.

XX. PHYSICAL TRAINING.

MISS BELDING. MISS REDDEN.

The recognition of Physical Training as a branch of Education has become so widespread that no institute of foremost rank may exist without provision for such a course. For this purpose a well equipped gymnasium is built and directors competent to give individual attention to the especial needs of the students are employed.

The aims of Physical Training may be classed as follows: (1) Hygienic, (2) Recreative, (3) Remedial, (4) Educative.

The effects which we purpose to obtain in our prescribed courses are primarily (1) organic strength and power, (2) relaxation and recreation from mental pursuits, (3) correction of anatomical (spinal curvature, drooping head, etc.) and physiological (circulation, respiration, etc.) defects, (4) training of the individual to act as a social unit through the medium of mass drills and exercises, (5) poise of body and grace of movement through muscular and nervous control.

The derivative effects are development in moral stamina, a joyous buoyancy of mind, pride in appearance and a norm of courage.

The average girl who enters college is generally below the normal in strength and undeveloped in muscular control. The majority have to some degree physical deformities, such as round shoulders, drooping head, spinal curvature, etc. In few may be seen the ease and grace of movement combined with that vigor and life that the trained muscular and nervous coördination brings about.

Bearing these facts in mind a systematic and progressive four years' course is laid out which is adapted to the needs of all, the weak as well as the strong; the skilled as well as the unskilled. It is based on a knowledge of physiology, anatomy, and sociology, and has for its goal the building up and maintenance of *Health,* which has been aptly defined as the harmonious working of all parts of the body to the greatest degree of efficiency.

Each girl, upon entrance into college, has a special physical examination, in which her measurements are recorded, her strength (back, legs, lungs) tested, and general facts concerning health and hereditary tendencies solicited. The college physician also

gives a careful medical examination. These two examinations furnish a guide for the direction of special exercises.

Each student is required to take three periods a week of gymnasium work and one hour of exercise in the open air daily except on her gymnasium days. Seniors are exempt from compulsory work after completing satisfactorily the Junior work; but the fourth year is designed for their benefit.

The outline of the work for four years is as follows:

First Year.

Marching tactics, calisthenics, and light gymnastics, including free developing exercises, chest weights, and elementary æsthetic movements (rhythmic movements of arms, legs, and body), and apparatus work.

Apparatus:

Bar, Swedish boom, ropes, ladders, box, and horse.

Elementary Athletics:

Jumping, running, vaulting.

Second Year.

Intermediate courses in calisthenics and light gymnastics, free developing exercises, elementary dumb-bell drills, æsthetic movements.

Each student is required to take three periods a week of gymnasium work and one hour of exercise in the open air daily except on her gymnasium days. Gymnasium work is not required of Seniors who have completed satisfactorily the Junior work; but the fourth year is designed for their benefit.

The outline of the work for four years is as follows:

First Year.

Marching tactics, calisthenics, and light gymnastics, including free developing exercises, chest weights and elementary æsthetic movements (rhythmic movements of arms, legs and body); apparatus work; games and field sports.

Second Year.

Intermediate courses in calisthenics and light gymnastics, free developing exercises, elementary dumb-bell drills, æsthetic movements, heavy work, games and field sports.

THIRD YEAR.

Advanced marching, fancy figures, free exercises, dumb-bells, wands, Indian clubs, advanced æsthetic movements, heavy work on apparatus, games and field sports.

FOURTH YEAR.

Advanced fencing, wand and dumb-bell drills, æsthetic and rhythmic steps, Indian clubs.

Games.

In all years gymnastic games will be taught. Such games as basket-ball, centre ball, curtain ball, three deep ball races, field hockey, and cross ball.

Athletics.

Students are encouraged to participate in all out-door sports such as hockey, tennis, basket-ball and field sports. Interclass games are held annually and also competition in field sports, because an opportunity to show skill and represent a class in athletic games, as elsewhere, is of social and moral value.

Fencing.

A course in fencing is offered for Seniors, but this course is open to underclassmen at a nominal charge.

Swimming.

A tank, 40 by 16 feet, is located in the basement of the gymnasium. It is supplied with running water kept at a temperature between 70° and 80°. Private lessons and the use of the natatorium are given to students for a small yearly fee.

Medical Gymnastics.

This course is especially designed for those who have marked deformities which need especial attention. These students are under the direct supervision of the director, and improvement is noted through frequent physical examinations.

Any request from a student's family that she be allowed to omit gymnasium work on account of ill health should give reason in full and should be sent to the Physical Director upon the student's entrance.

Students who show ability and strength to enter advanced classes may do so with the approval of the Physical Director. Students who through illness or absence have fallen behind in class work will be placed in a lower class.

It is requested that students have their gymnasium suits made here—on account of uniformity. Arrangements have been made for the manufacture of these suits in Lynchburg, according to the orders of the Director, and at a very moderate expense.

EXPENSES FOR HALF-SESSION

		Half Course	*Full Course*
I.	For literary courses:		
	Matriculation		$ 7.50
	Tuition in literary courses and gymnastics		37.50
	Board, including fuel, lights, laundry, and medical attendance		100.00
II.	For Music.		
	Piano:		
	Courses 1 and 2		$27.00
	Courses 3 and 4	$18.00	32.50
	Use of piano one period (50 minutes) daily	3.00	——
	Use of piano two periods daily		5.00
	Violin:		32.50
	Use of room for violin practice two periods daily		5.00
	Organ:		32.50
	Use of organ two periods daily		10.00
	Vocal:		32.50
	Use of room for vocal practice, one period		3.00
	Use of room for vocal practice, two periods		5.00
	Chorus		5.00
	Theory: Introductory Course		5.00
	Course 1 or 2		10.00
	Course 3 or 4		15.00
III.	For Art: According to advancement.		
	1. Regular course in studio (10 hours per week)		27.00
	2. Double course in studio (20 hours per week)		45.00
IV.	Special Physical Training.		
	Fencing, five in class, each		5.00
	Swimming, with use of swimming pool twice a week		7.50
	Medical work: private lessons		32.50
	Medical work: four in class		10.00

V. Laboratory and Gymnasium fees:

Students taking laboratory courses in Chemistry 1, or in Biology, Mineralogy or Physics, pay a laboratory fee of $5 for material and use of apparatus. For advanced elective courses in Analytical Chemistry the laboratory fee is $10. The laboratory fee in Psychology is $2.50. In Geology $1. Use of gymnasium apparatus, $5.

Terms of payment:—Ten dollars when room is reserved. One hundred and forty dollars on entrance, September 22nd. Dues for special courses of first term are payable November 1st. All dues for second term are payable February 1st, 1910.

☞A rebate of ten per cent. of the *tuition* fees will be allowed any student whose sister or brother is also attending any one of the schools of the Randolph-Macon System.

☞The proportionate part of board alone will be refunded when students leave through necessity. Should a student withdraw at our instance, the proportionate part of all fees will be refunded. In no other case will any reimbursement be made.

SUMMARY

From the above it will be seen that the cost of the courses most usually taken is as follows:

I.	For students taking the regular literary course:		
	Tuition and Matriculation		$ 45.00
	Board		100.00
	Gymnasium fee		5.00
	Total		$150.00
II.	For students taking three or four literary subjects and advanced course in music:		
	Literary course, with board, as above	$150.00—	$150.00
	Music, according to advancement	27.00—	32.50
	Theory, according to advancement	5.00—	15.00
	Use of piano two periods daily	5.00—	5.00
	Total	$187.00—	$202.50
III.	For students specializing in Art:		
	Literary course, with board, as above		$150.00
	Art double time		45.00
	Total		$195.00

☞To these charges add laboratory fee, if student takes Chemistry, Biology, Physics or Psychology, and the fee for swimming lessons and use of natatorium if desired.

FURNITURE.—The College supplies the students' rooms with bedstead, bureau, wardrobe, washstand, chairs, mattresses, pillows and crockery. Each student should bring with her sheets, blankets, and counterpanes for single bed; pillow cases (size 36x24 inches), towels and hot-water bottle; also one dozen napkins, marked napkin-ring, and any other articles of use or ornament desired for her room, such as knife, fork and spoon; pictures, etc.

Uniform gymnasium suits can be purchased in Lynchburg at wholesale price, which will be found cheaper and far more satisfactory than for each student to undertake to bring her suit from home.

LAUNDRY.—Each student is entitled to the washing of one dozen *plain* pieces a week, amounting to $4 per month, free of charge, in the college laundry. Students can have extra pieces washed by paying for them at College laundry rates, which are 30 per cent. lower than those charged by Lynchburg city laundries.

No article will be received for the laundry which is not plainly and indelibly marked.

GIFTS

To the library by the Alumnæ Association, $103.00 for books.

To the library by the Alpha Xi Chapter of Tri Delta Sorority, $50.00 a year for four years for books.

Minerals for the Museum from Mrs. Walter Newman.

CALENDAR

Commencement Exercises, June, 1909.

Saturday, June 5th, 8.30 p. m.: Annual celebration of the Literary Societies.

Sunday, June 6th, 11 a. m.: Baccalaureate Sermon, by Rev. W. S. Neighbors, D. D.

Monday, June 7th, 10 a. m.: Ivy planting; 8.30 p. m.: Class-Day Exercises.

Tuesday, June 8th, 10 a. m.: Commencement Exercises.

Address by Dr. Merrill E. Gates.

For Session 1909-1910.

Session begins Wednesday, September 22d, 1909.

Christmas vacation from Wednesday, 12.20 p. m., December 22d, 1909, to Wednesday, 7.30 p. m., January 5th, 1910.

Holiday will also be given on Thanksgiving Day, and four days at Easter.

☞Any student who fails to return promptly at the close of any holiday will be required to stand a special examination on the recitations missed, and a fee of $2 will be charged for giving these examinations, in each subject.

First term ends and second term begins Tuesday, February 1st, 1910.

Session closes Tuesday, June 7th, 1910.

SCHEDULE OF RECITATIONS

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 9.00 a.m.	English, 6 A German, 5 French, 1 A Spanish, 1 History, 1	English, 5 Latin, 1 A German, 1 A German, 3 Philosophy, 4 (5) History, 4 Mathematics, 1 A Geology Physics, 3 Bible, 1 A	English, 6 A German, 5 French, 1 A Spanish, 1 Mathematics, 1 A Physics, 1 Bible, 2 Theory of Music, 2 A History, 1 A	English, 5 Latin, 1 A German, 1 A German, 3 Philosophy, 4 (5) History, 4 Geology Physics, 3 Bible, 1 A	English, 6 A French, 1 A Spanish, 1 German, 5 Mathematics, 1 A Physics, 1 Bible, 2 Theory of Music, 2 A History, 1 A	English, 5 Latin, 1 A German, 1 A German, 3 Philosophy, 4 (5) History, 4 Mathematics, 1 A Physics, 3
2 9.50 a.m.	English, 6 B Philosophy, 2 German, 1 C German, 4 Spanish, 2 Biology, 1 A Bible, 1 B	English, 1 A English, 8 English, (13) Latin, 1 B French, 1 B History, 2 Sociology Mathematics, 1 B Mathematics, 2 Biology, 1 C Theory of Music, 1 A	English, 6 B Philosophy. 2 History, 1 B Mathematics, 1 B German, 1 C German, 4 Spanish, 2 Biology, 1 A Bible, 1 B History of Art	English, 1 A English, 8 English, 4 (13) Latin, 1 B French, 1 B History, 2 Sociology Mathematics, 2 Biology, 1 C Theory of Music, 1 A	English, 6 B Philosophy, 2 History, 1 B Mathematics, 1 B German, 1 C German, 4 Spanish, 2 History of Art	English, 1 A English, 8 English, 4 (13) Latin, 1 B French, 1 B History, 2 Sociology Mathematics, 1 B Mathematics, 2 Physics, 2
3 10.40 a.m.	English, 1 B English, 2 A English, 7 Latin, 4 (5) Greek, 1 French, 1 C Philosophy, 3 History, 5 Biology, 1 A	English, 1 C English, 2 B English, 6 C Latin, 1 C Greek, 4 German, 2 A French, 2 C French, 3 Pedagogy, 1 Mathematics, 1 C Physics, 1 Biology, 1 C Bible, 1 C	English, 1 B English, 2 A English, 7 Latin, 4 (5) Greek, 1 French, 1 C Philosophy, 3 Mathematics, 1 C Biology, 1 A Theory of Music, 1 B	English, 1 C English, 2 B English, 6 C Latin, 1 C Greek, 4 German, 2 A French, 2 C French, 3 Pedagogy, 1 Theory of Music, 4 Physics, 1 Biology, 1 C Bible, 1 C	English, 1 B English, 2 A English, 7 Latin, 4 (5) Greek, 1 French, 1 C Philosophy, 3 History, 5 Mathematics, 1 C Theory of Music, 1 B	English, 1 C English, 2 B English, 6 C Latin, 1 C Greek, 4 German, 2 A French, 2 C French, 3 Pedagogy, 1 Mathematics, 1 C Physics, 2 Theory of Music, 4
4 11.30 a.m.	English, 1 D English, 1 F Latin, 2 (3) French, 2 B Psychology, Lab. Sociology, 2 Biology, 1 B	Englisb, 1 E Latin, 1 D Greek, 2 German, 2 B French, 2 A Mathematics, 1 D Mathematics, 3 Theory of Music, 2 B Biology, 1 D	English, 1 D Englisb, 1 F Latin, 2 (3) French, 2 B History, 1 C Mathematics, 1 D Sociology, 2 Biology, 1 B Theory of Music, 1 C	English, 1 E Latin, 1 D Greek 2 German, 2 B French, 2 A Philosophy. 1 B Mathematics, 3 Theory of Music, 2 B Biology, 1 D	English, 1 D English, 1 F Latin, 2 (3) French, 2 B History, 1 C Mathematics, 1 D Sociology, 2 Theory of Music, 1 C History of Art	English, 1 E Latin, 1 D Greek, 2 German, 2 B French, 2 A Philosophy, 1 B Mathematics, 1 D Mathematics, 3 Biology, 1 E
5 12.20 p.m.	English, 1 G English, 11 (12) German, 1 B French, 4 Psychology, Lah. Biology, 1 B	English, 1 H English, 3 Latin, 1 E Greek, 3 French, 1 D French, 5 Pedagogy, 2 Mathematics, 1 E Mathematics, 4 (5) History, 3 Astronomy, 1 Biology, 1 D	English, 1 G English, 11 (12) German, 1 B French, 4 Philosophy, 1 A History, 1 D Mathematics, 1 E Biology, 1 B History of Music Theory of Music, 1 D	English, 1 H Englisb, 3 Latin, 1 E Greek, 3 French, 1 D French, 5 Pedagogy, 2 Mathematics, 4 (5) History, 3 Astronomy, 1 Biology, 1 D	English, 1 G English, 11 (12) German, 1 B French, 4 Philosophy, 1 A History, 1 D Mathematics, 1 E History of Music Theory of Music, 1 D	English, 1 H English, 3 Latin, 1 E Greek, 3 French, 1 D French, 5 Pedagogy, 2 Mathematics, 1 E Mathematics, 4 (5) History, 3 Biology, 1 E Art Composition
1.10 p.m.						
6 2 p.m.	Lah., Chemistry, 1 2, 3, 4, 5, 6 Physics, 1 A, Lab. Biology, 1 E	Chemistry, 1 A Psychology, 1 Lah. Physics, 2 Lab. Biology, 2, 3, 4, 5	Lah., Chemistry, 1, 2, 3, 4, 5, 6 Physics, 1 B, Lah. Biology, 2, 3, 4, 5	Chemistry, 1 A Physics, 2 Lah. Biology, 2, 3, 4, 5	Lab., Chemistry, 1, 2, 3, 4, 5, 6 Psychology, 1 Lab. Pbysics, 1 C, Lab. Biology, 2, 3, 4, 5	Chemistry, 1 A Biology, 1a
7 2.50 p.m.	Lab., Chemistry, 1, 2, 3, 4, 5, 6 Physics, 1 A, Lab. Biology, 1 E	Chemistry, 1 B Psychology, 1 Lab. Physics, 2 Lab. Biology, 2, 3, 4, 5	Lab., Chemistry, 1, 2, 3, 4, 5, 6 Physics, 1 B, Lab. Sketch Class Biology, 2, 3, 4, 5	Chemistry, 1 B Physics, 2 Lab. Biology, 2, 3, 4, 5	Lab., Chemistry, 1, 2, 3, 4, 5, 6 Psychology, 1 Lab. Physics, 1 C, Lab. Biology, 2, 3, 4, 5	Chemistry, 1 B Biology, 1b
8 3.40 p.m.	Lab., Chemistry, 1, 2, 3, 4, 5, 6 Physics, 1 A, Lah.	Physics, 2 Lah. Geology, 1 Biology, 2, 3, 4. 5	Lab., Chemistry, 1, 2, 3, 4, 5, 6 Physics, 1 B, Lab. Biology, 2, 3, 4, 5	Cbemistry, 2 Physics, 2 Lab. Geology, 1 Biology, 2, 3, 4, 5	Lab., Chemistry, 1, 2, 3, 4, 5, 6 Physics, 1 C, Lab. Biology, 2, 3, 4, 5	Geology, 2
9 4.30 p.m. 5.30 p.m.						

APPENDIX

THE

Randolph-Macon System

OF

COLLEGES AND ACADEMIES

WM. W. SMITH, A. M., LL. D., Chancellor

I. FOR MEN.

1. RANDOLPH-MACON COLLEGE,
ASHLAND, VA.
President, R. E. Blackwell, A. M., LL. D.

2. RANDOLPH-MACON ACADEMY,
BEDFORD CITY, VA.
Principal, E. Sumter Smith.

3. RANDOLPH-MACON ACADEMY,
FRONT ROYAL, VA.
Principal, Charles L. Melton, A. M.

II. FOR WOMEN.

1. RANDOLPH-MACON WOMAN'S COLLEGE,
LYNCHBURG, VA.
President, Wm. W. Smith, A. M., LL. D.

2. RANDOLPH-MACON INSTITUTE,
DANVILLE, VA.
Principal, Charles G. Evans, A. M.

THE

RANDOLPH-MACON SYSTEM

The Randolph-Macon System of Colleges and Academies comprises now five members, offering secondary and collegiate instruction to both sexes, but in separate institutions. Those for young men and boys are: (1) Randolph-Macon College, at Ashland, Va., chartered in 1830; (2) Randolph-Macon Academy, at Bedford City, Va., established in 1890; (3) Randolph-Macon Academy, at Front Royal, Va., established in 1892. Those for young women and girls are: Randolph-Macon Woman's College, at Lynchburg, Va., established in 1893; and Randolph-Macon Institute, Danville, Va., admitted 1897.

These five institutions are owned by one chartered, self-perpetuating Board of Trustees, to which public-spirited men and women have entrusted large means for the purpose of providing facilities for the education of young men and women under Christian influences. It is not sought nor desired in any of these institutions to influence the denominational preferences of students, but the officers in charge consider themselves under obligations to conform to the moral standards and religious usages of the Methodist Episcopal Church, South, under whose auspices the institutions were established. These schools and colleges are but the contribution of members of that church and of other patrons of education who have confidence in its administration of such trusts, to the uplifting of the world by means of education. The work is entirely benevolent. There are no stockholders, nor are the executive officers financially interested. The funds contributed for the purpose are applied to the best advantage for the making of strong and noble men and women and the benefits of the facilities are open alike to all of any and every denomination; its loan-funds and scholarships are awarded to needy and worthy students without discrimination.

The organization of these separate institutions into one system is designed to secure certain definite advantages.

Saving Time.

First, The close correlation of the courses of the Academies with those of Randolph-Macon College and of the Institute with those of the Woman's College should result in a distinct saving of time, and hence of

expense, to the student. School and college working in thorough harmony with each other, belonging indeed to one Board and under the supervision of one general officer, should more certainly make their work continuous and apply labor with less waste than where separate ends and ideals are proposed and independent courses are offered.

Economy and Permanence.

Secondly, The combination of resources resulting from the ownership of the five institutions by one Board secures abundant financial facilities, commanding the best prices and largest discounts. The responsibility of the Board as a chartered corporation being undoubted, and the permanence of its general work being assured, confidence follows all its undertakings and strength is given each institution. In educational work it is especially desirable that parents and students be assured of the *permanence* of the institutions which they are invited to patronize and whose influence may become important to them.

Opportunity for Selecting Teachers.

Thirdly, For the preceding reasons and others which might be named, positions in the System are specially attractive, and choice teachers are at all times available for the corps of instructors. In most cases of teachers selected for the Academies those chosen have been for years under the instruction of our own College faculties and are known to us personally and intimately. Testimonials are proverbially of little worth, but constant and long-continued contact with the developing student enables one to select with confidence the capable teacher.

Experienced Supervision.

Fourthly, Experienced supervision is secured in having a Board in charge that has conducted such work for seventy-five years and from the continuous counsel and supervision of the Chancellor of the System and his special services for the special needs of any institution.

These advantages of correlation aimed at, and to a degree at least realized in the Randolph-Macon System, are added to the individual excellences of the several institutions as presented in their respective catalogues.

The System in 1906-1907 employed about one hundred officers and teachers and enrolled over eleven hundred students.

RANDOLPH-MACON COLLEGE, ASHLAND, VA.

Randolph-Macon College

ASHLAND, VA.

Randolph-Macon College was founded in 1830. It is situated in Ashland, Va., thirty minutes by train from Richmond and two and a half hours from Washington, D. C. Ashland is a quiet residential town of fifteen hundred inhabitants. The style of living is not expensive, and there are few inducements to spend money.

The record of the College for healthfulness is most remarkable. There has been no death among the students for over fourteen years.

The students are a body of earnest young men who come to work. Fifteen to twenty per cent. of them graduate yearly. The graduates of Randolph-Macon rank with those of the best institutions of the country, as is shown by the stand they take when they go to the leading universities in this country and abroad for their post-graduate and technical courses.

The success of the students of Randolph-Macon College is largely due to the personal care and supervision they receive. The classes being small, the professors can devote more time and attention to the individual student than is possible in larger institutions. Each student is assigned to a professor who is to act as his counsellor and guide and to whom he is free to go for advice at all times.

This careful, personal supervision, the dormitory system, the training in physical culture, the plan of allowing students to take part in the College government, and the carefully guarded honor system are all features that commend themselves to our patrons.

For further information apply to

R. E. Blackwell, President.

Randolph-Macon Academy

BEDFORD CITY, VA.

VALUE OF PLANT, $105,000.

Prepares boys and young men for college, university, or business life. The Academy has been in successful operation for nineteen years and has, in that time, trained over 1,700 students. Its work has been endorsed by over thirty colleges and universities. Over three hundred degrees, classical and professional, have been conferred by these colleges and universities on students trained at the Academy since 1895.

The enrollment the past five sessions has been limited to the capacity of the building.

The following table will show the uniform and rapid growth of the Academy since 1899:

GROWTH.

Session	1899-1900	Enrollment	89	Students.
"	1901-1902	"	99	"
"	1902-1903	"	111	"
"	1903-1904	"	141	"
"	1904-1905	"	179	"
"	1905-1906	"	181	"
"	1906-1907	"	215	"
"	1907-1908	"	227	"
"	1908-1909	"	196	"

Students the present session are enrolled from sixteen states and foreign countries.

If you wish your son prepared quickly and thoroughly for college, university, or business life, under wholesome Christian influence and at the lowest possible cost, address for catalogue and further information,

E. SUMTER SMITH, Principal,
Bedford City, Va.

RANDOLPH-MACON ACADEMY, BEDFORD CITY, VA.

RANDOLPH-MACON ACADEMY, FRONT ROYAL, VA.

Randolph-Macon Academy

FRONT ROYAL, VA.

A School for Boys and Young Men. Located on a commanding site near Front Royal, in the Shenandoah Valley, seventy miles due west of Washington, D. C.

Liberal gifts have made unusual advantages possible. Plant cost $110,000. Steam heating, electric lights, gymnasium, physical culture, all out-door sports, modern conveniences and facilities. Prepares for college and university or for business life, under helpful surroundings and influences.

It is the ambition of the principal to maintain the reputation of this institution as the best equipped and best kept academy in Virginia, and constantly to maintain a corps of well trained and able teachers. The standing of the Academy as a school giving superior training for college will be sedulously preserved.

For catalogue and illustrated pamphlet, address

CHAS. L. MELTON, A. M., Principal,
Front Royal, Va.

Randolph-Macon Institute

DANVILLE, VA.

The Institute offers the best advantages to a limited number.

The buildings are equipped with modern comforts and conveniences.

An ideal home school. The boarding department has accommodations for 100 students, and these are constantly associated with the 15 members of the faculty living in the building.

The course of study meets fully the maximum college entrance requirements, and in addition offers classes that allow those young ladies, not wishing to go to college, to get a well-rounded education.

In addition to the academic work, excellent opportunities are offered in the study of Vocal Music, Piano, Violin, Art, Elocution, and a systematic course in Physical Culture is maintained.

The Faculty is made up of experienced teachers, full graduates of the best colleges and universities.

Rates are low for the advantages offered.

For catalogue and further information, address

CHAS. G. EVANS, Principal,
Danville, Va.

RANDOLPH-MACON INSTITUTE, DANVILLE, VA.

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